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*Doctoral Study in Librarianship in the
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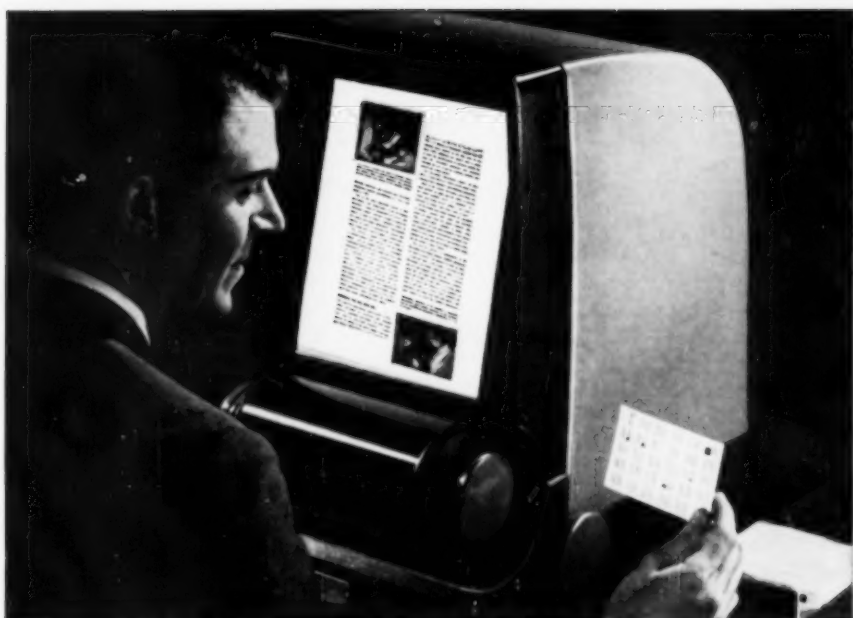
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By J. PERIAM DANTON

Doctoral Study in Librarianship In the United States

THIRTY YEARS AGO, in the 1928/29 academic year, the first program for doctoral study in librarianship was inaugurated in the United States. It seems fitting that this anniversary be the occasion for an examination of the current status of doctoral studies in the field, a review of present objectives and programs of the six schools now offering doctoral programs, and an inquiry into accomplishments to date. Since 1929, 129 degrees have been awarded by five of these schools; the sixth has yet to award the degree. A seventh school starts a doctoral program this fall.

For the first two decades of the thirty-year period, the field of doctoral studies in librarianship was the exclusive property of the Graduate Library School of the University of Chicago.¹ The history of its establishment, early development,

and—it may be said frankly—considerable difficulties of various kinds, has been fully described. It may be noted, however, that the Graduate Library School did not begin to come into its own and certainly did not win a measure of general professional support and recognition until after the appointment of Louis Round Wilson to the deanship in 1932. Doctoral programs were begun at the Universities of Illinois and Michigan in 1948, at Columbia University in 1952, at the University of California in 1955, and at Western Reserve University in 1956. A doctoral program has been approved at Rutgers University. Through June 1959, Chicago awarded eighty-nine degrees. This is more than twice as many as the forty degrees of all of the other schools combined. Consequently, the history and accomplishments of doctoral study in librarianship in this country are necessarily in large part the history of the Graduate Library School; the contributions and activities of the other schools begin to be of importance only during the last decade.

(A small number of doctoral dissertations on subjects in librarianship have been written under other departments, such as history and education; Sidney Ditzion's "Arsenals of a Democratic Culture" [Teachers College, Columbia University], Howard McGaw's "Marginal Punched Cards—Their Use in College and University Libraries" [Teachers College, Columbia University], and Eugene Wilson's "Pre-Professional Background of Students in the Library School" [Psychology and Education, University of Il-

¹See Lester Asheim, "The Graduate Library School of the University of Chicago," *Illinois Libraries*, XL (1958), 177-85; Bernard R. Betelson, "Advanced Study and Research in Librarianship," in Betelson, ed., *Education for Librarianship* (Chicago: ALA, 1949), pp. 207-35; Harriet E. Howe, "Two Decades in Education for Librarianship," *Library Quarterly*, XII (1942), 557-70; Frederick P. Keppel, "The Carnegie Corporation and the Graduate Library School: A Historical Outline," *Library Quarterly*, I (1931), 22-25; William M. Randall, "Louis R. Wilson and the Graduate Library School," *Library Quarterly*, XII (1942), 645-50; Douglas Waples, "The Graduate Library School at Chicago," *Library Quarterly*, I (1931), 26-36; Louis R. Wilson, "Development of a Program of Research in Library Science in the Graduate School," *Library Journal*, LX (1934), 742-46; Wilson, "The Objectives of the Graduate Library School in Extending the Frontiers of Librarianship," in *New Frontiers in Librarianship* (Chicago: University of Chicago, Graduate Library School, 1940), pp. 13-26.

Dr. Danton is Dean, School of Librarianship, University of California, Berkeley. This paper was presented before a meeting of the Association of American Library Schools, Washington, D. C., June 22, 1959.

linois] are well-known representative examples. As the over-all programs of the authors of such studies were in disciplines other than librarianship, they have not been included in the present paper.)

The study is divided into seven parts: (1) An analysis of dissertations thus far presented, by institution and subject, and by period; (2) The present objectives of the schools' doctoral programs; (3) The principal fields now embraced in these programs; (4) Factors preventing the schools from the fullest attainment of their objectives; (5) The withdrawal rate and the time factor; (6) Positions currently held by those who have received the doctorate at the several schools; and (7) A consideration of the general contribution which doctoral study has made to the profession, together with an estimate of the ways in which and extent to which such study has not achieved its fullest potential.

QUALITATIVE-QUANTITATIVE ANALYSIS OF DISSERTATIONS

Table I classifies by institution and subject the 129 dissertations presented from 1930, when Chicago awarded its first degree, through June 1959. The classification used is, with one amplification, that presented and agreed upon for research studies in librarianship at the January 26, 1959 meeting of the Association of American Library Schools. This classification was, in turn, largely based upon that used in the October 1957 issue of *Library Trends*. (An alphabetical list, by author, of the 129 dissertations will be found at the end of this article.

It must be recognized, of course, that the assignment to subjects in Table I is probably not absolutely accurate; even an examination of all of the dissertations would very likely not make possible assignments of this kind in every case, in view of the fact that some dissertations might, with almost equal justification,

be listed under two different subject headings. However, in the great majority of cases the dissertation title suggests quite clearly the subject and for our purposes the picture presented by Table I is sufficiently accurate.

The table presents some interesting contrasts. It may be noted, for example, that 47 (36 per cent) of the 129 dissertations were written in the two fields of library history and history of books and printing and publishing. If we add to this the dissertations on other media of public communication, censorship, content analysis, and controls, the total is 66 (51 per cent). At almost the other extreme of the quantitative analysis it is rather surprising to find the showing of two subjects: reference, information, and advisory services; and cataloging, classification, and subject headings. These two are among the most formalized—and surely most important and fundamental—of our library activities, yet only 9 dissertations, or 7 per cent of the total number, were written in each. Other areas which attracted dissertation writers less frequently than might, perhaps, have been expected, are organization and administration, with 13 dissertations or 10 per cent of the total; resources, with 14 dissertations or about 11 per cent; and personnel and education, with 9 dissertations or 7 per cent.

Table II groups the dissertations accepted in three-year periods. The most striking fact revealed by the table is the enormously accelerated output of the most recent years. In the period 1957-59 more dissertations were accepted (and degrees awarded) than in the first twelve years; more than 41 per cent of the total were produced during the past six years and one-quarter during the last three years. Should this order of increase continue, even at the present level, we might expect to have several hundred active graduates by the end of another ten years.

TABLE I: DOCTORAL DISSERTATIONS IN LIBRARIANSHIP, 1930-1959, BY SUBJECT AND SCHOOL

SUBJECT	Chicago	Columbia	Illinois	Michigan	W. Reserve	SUB-TOTAL	TOTAL
I. <i>Background</i>							
A. Philosophy, objectives, purposes	2			1		3	
B. History of libraries and librarians	2					2	
1. General and other countries	11	1		2		14	
2. United States							
C. History of books, printing, and publishing	13	2	2	2		19	
1. General and other countries	4		1	8		13	
2. United States							
D. Contemporary social setting; books and publishing; other media of public communication (communication, content, audience or users, adult reading, education, controls, censorship)	11		1	3		15	66
II. <i>Organization and Administration</i>							
A. External legal, policy, political, and financial controls and support	10					10	
B. Internal organization, administration, management analysis	2					2	
C. Interlibrary relations and organization	1					1	13
III. <i>Resources</i>							
A. Acquisitions, selection policies and practice	4			2		6	
B. Survey of resources	4		1			5	
C. Evaluation of books and other library materials	3			1		4	
D. Bibliographic and storage centers							
E. Interlibrary lending; photoreproduction							
IV. <i>Reader Services</i>							
A. Reference and information services	2		1			3	
B. Reader guidance and advisory services	2		1		1	4	
C. Other adult education activities	1					1	
D. Circulation analysis	1					1	9
V. <i>Technical Processes; Documentation</i>							
A. Cataloging	3	1				4	
B. Classification	3	2				5	
C. Subject headings						2	
D. Centralized processing			1			1	
E. Indexing, abstracting, coding							
F. Machine methods of identification, storage, retrieval, distribution of materials							
G. Documentation	2	1	1			4	13
VI. <i>Personnel and Education</i>	2					2	
A. Organization and administration of personnel							
B. In-service training							
C. Education of librarians	3		2			5	8
VII. <i>International, Comparative, and Foreign Librarianship</i>	2		1			3	3
VIII. <i>Methods of Research and Evaluation; Standards, Surveys</i>	1		1			2	2
	89	7	13	19	1		129

As we have seen, a total of 129 degrees have been awarded during the thirty-year period of our doctoral programs. This is an average of 4.3 a year. To some, this number will seem pitifully small in relation to the money and effort—institutional and personal—expended. This may be so, but the fact is that the figure is not in unfavorable contrast with those for certain of the other newer professions, and even for some of the more specialized academic disciplines. In the thirty-year period 1926-1955 earned doctors degrees were awarded as follows: architecture, 17; forestry, 164; journalism, 38; meteorology, 85; public administration, 77; Russian, 57; social work, 86; and veterinary medicine, 59. In the same period, the figure for librarianship was 93.²

OBJECTIVES

The objectives of the programs are, *mutatis mutandis*, the same as those of doctoral study in major American universities in other disciplines, especially, of course, the professional fields. This is not surprising—indeed, it is no doubt inevitable—in view of the fact that inauguration of the programs required approval of some kind of graduate council or committee having general jurisdiction over graduate studies in the several institutions. The one difference that may profitably be noted between the objectives of doctoral programs in librarianship on the one hand and those in such a purely "academic" field as history, for instance, on the other, is that the former are, in part at least, more oriented toward the practical. Thus, "The . . . program . . . and requirements for degrees [at Chicago] reflect the belief of its faculty that librarianship is a practical rather than a purely theoretic science; that is, that it aims, not at knowledge for its own sake, but at knowledge for

TABLE II
DOCTORAL DISSERTATIONS IN LIBRARIANSHIP,
1930-1959, BY THREE-YEAR PERIODS

PERIOD	NUMBER OF DISSERTATIONS	CUMULATIVE PER CENT (ROUNDED)
1930-1932	6	5
1933-1935	9	11
1936-1938	5	16
1939-1941	11	24
1942-1944	13	34
1945-1947	13	44
1948-1950	11	53
1951-1953*	7	58
1954-1956	21	75
1957-1959	33	100
TOTAL	129	

* First non-Chicago degree, 1951.

the sake of excellence in the functioning of libraries."³

The objectives of the programs may be summarized as follows: (1) To furnish mature librarians, having scholarly ability and interest, with opportunity for advanced study and research in the library field; (2) To develop in the student (a) subject mastery and (b) competence in research and investigation; (3) To organize, conduct, and publish studies which will extend the bounds of knowledge in fields pertinent to the theory and practice of librarianship; and, through these means, (4) To provide for the profession qualified researchers and personnel for teaching and higher administrative positions.

MAJOR FIELDS OF STUDY FOR THE DOCTORATE

Although none of the schools has sponsored dissertations in all of the fields of Table I, it is probably safe to say that all are prepared to supervise dissertations in any of them. No school, at least, specifically excludes any area of professional study. At any given point in time a kind of natural limitation re-

²Mary Irwin (ed.), *American Universities and Colleges* (7th ed.; Washington, D. C.: American Council on Education, 1956), Table 4, p. 69.

³University of Chicago, Graduate Library School, *Announcement, 1959-1960*, p. 1.

sulting from the special interests and competence of members of a faculty and the resulting advice and stimulus which students receive will, as a practical matter, tend to cause more dissertations to be written in some fields than in others, and no dissertations at all to be written in certain fields. "However," as one library school administrator notes, "with a fairly broad area representation throughout the faculty and a collection of research materials which has been developing for some three-quarters of a century, we feel that with the assistance of the qualified subject specialists outside the Library School we can permit a student to go into any area of librarianship presently recognized."⁴ At California, the student "may specialize in college and university libraries, public libraries, bibliography, history of books and printing, history of libraries, or the library as a social institution." But, "although most dissertations written for the . . . degree will fall within one or another of these . . . fields, the designation of fields of specialization does not preclude the writing of a dissertation which does not obviously fall in one field or another."⁵

Among the special fields open to the student at Chicago are: public libraries, college and university libraries, library work with children and young people, bibliography and reference, bibliographical history, technical processes, and reading and other media of communication.⁶

An analysis of the dissertations thus far presented at Michigan reveals an equally broad range.

The major fields at Columbia "include the fields of specialization of our senior faculty members who conduct our seminars and serve as advisors to our doctoral students," and are: library re-

sources; organization of materials for retrieval and use; public and school library services and use; organization and administration of libraries; personnel and training; historical evolution of libraries and of publication; contemporary setting of libraries as one of the media of public communication" and, in prospect, "comparative librarianship."⁷ This, too, is about as comprehensive a list as one could ask for and very well covers all of the areas set forth in Table I.

It is clear, therefore, that the prospective doctoral student in librarianship does not lack for opportunity to pursue an investigation in virtually any field of our discipline.

OBSTACLES AND DETERRENTS

Without exception, the major problem cited is the inadequate number and amount of research grants, fellowships, and teaching assistantships for doctoral students; or its corollary, the difficulty of attracting sufficient numbers of very good students. "Corollary," because no one doubts that if the profession were able to offer fellowships of five thousand dollars a year for each of three years to fifty outstanding students a year, we should not lack for a sufficient number of able applicants. We should also, almost certainly, substantially reduce the present high attrition rate. A considerable number of students can probably finance their education at the doctoral level for a year or perhaps two years with some small financial assistance, often in the way of part-time employment. Beyond such a period, the problem tends to become an exceedingly difficult one, particularly for the most able and mature students, many of whom have family obligations. The large majority of students do not have the means and the schools do not have sufficient fellowships in sufficiently large amounts for the financial support of the latter part of the

⁴Harold Lancour, in a letter to the author dated January 12, 1959.

⁵University of California, School of Librarianship, *Announcement, 1959-60*, pp. 34, 36.

⁶University of Chicago, Graduate Library School, *op. cit.*, p. 9.

⁷Robert D. Leigh, in a letter to the author dated February 20, 1959.

program, especially the extra year or more of full-time work necessary to write the dissertation. Having completed the course work, the student leaves with every intention of doing his research in his spare time; but, as a library employee, he lacks the long summer vacation that doctoral students in academic posts have and his library position, often administrative in nature, is of a type and importance to take up all his time, thought, and energy.

Obviously, this situation adversely affects both the students and the schools. Equally obviously, it works to the serious disadvantage of the profession "in the field." "I have several faculty members here," one library school dean has written, "who need financial assistance . . . work on their doctorates has been delayed or continued in interrupted fashion. Although we now have an increasing number of scholarships for students working on their first professional degree, there isn't positive help for the faculty member who wants to go off for a year or two of study to work toward a doctorate. Indeed, as far as I know, there is no earmarked substantial grant for Ph.D. work in librarianship."⁸

The problem of financing the able doctoral student and the closely related problem, discussed hereafter, of reducing the average length of time required to earn the degree, appear to be virtually universal. At Columbia, for example, for graduate students in general, it is believed that one of the three major obstacles to a legitimate acceleration (i.e., one not gained at the expense of quality) is "The student's need to work for money during or immediately after residence."⁹ The Committee on Policies in Graduate Education of the Association of Graduate Schools canvassed thirty

member institutions on the question, "What factors tend to prolong the process of completing the degree requirements?" Summarizing the responses, the committee notes that, "the problem of financing is most frequently mentioned as the major obstacle to more rapid progress in the training of Ph.D.'s."¹⁰

Apparently there is not a single fellowship anywhere set up *exclusively* for the doctoral student in librarianship. A possible alternative to attempts, thus far unsuccessful, to secure such fellowships may be suggested here. The schools, singly or in combination, might develop substantial and important research projects, secure financial support for such projects from foundations, and then seek or assign students to assist in the prosecution of these projects. In addition to furnishing financial help for the student, this approach should have the additional value of providing a more systematic attack on needed areas of investigation.

Aside from the financial predicament, the general indifference of the practical, practicing librarian to problems of academic research is undoubtedly an additional factor in the matter of attracting first-rate people to doctoral study. It is almost as true today as it was a quarter of a century ago that librarianship offers little or no incentive or opportunity for the librarian to pursue research. The number of libraries employing researchers on *library problems* can probably be counted on the fingers of two hands. As one public librarian puts it, "We are still trying to help the research worker in other fields without trying to apply research methods in our solution of our own problems."¹¹ There is almost no demand for the doctor's degree from the public or special library and even less from the school library. And, while the college or university pres-

⁸Louis Shores, in a letter to the author dated May 7, 1959.

⁹Jacques Barzun, *Graduate Study at Columbia: the Report of the Dean of the Graduate Faculties for 1958* (New York: Columbia University Press, 1958), p. 5.

¹⁰Association of American Universities and Association of Graduate Schools, *Journal of Proceedings and Addresses*, LVII (October 1956), 9.

¹¹Louis M. Nourse, in a letter to the author dated April 14, 1959.

ident appears to be increasingly interested in head librarians with the doctorate, there is more than a little evidence to suggest that it is the presumed benefits of academic respectability and prestige, rather than either the content of the program leading to the degree or the research productivity which it should make possible, that underlie the interest. "The real pressure from the field," as one dean points out, "is for shorter and more practical training rather than for the carefully developed and integrated education at the doctoral level."¹² This judgment is inferentially borne out by the opinions expressed by a number of the writer's recent correspondents. For example, the librarian of a large public library suggests that, "from the point of view of librarians in the field . . . the doctoral programs in librarianship would be useful if subjects selected were of a more practical nature dealing with specific types of assignments such as registration procedure, loan desk work, statistics kept in libraries, simplification of routines, etc." The difficulty here, of course, is that very few dissertation topics could be developed at this level and in these areas which would pass muster with graduate faculties and councils. But we cannot argue with the public librarian who notes that "most [dissertation] topics are of interest mainly to students and research people," and who cites by title, "examples of theses limited in subject or . . . too theoretical to be of much value to practicing librarians."¹³

Nor can one suggest more than half a dozen "useful," or even reasonably pertinent, dissertations to him and to a colleague who writes, "I am aware that several . . . studies have been briefed or described in issues of the *Library Quarterly*, but I can honestly say that very

few of them have had meaning for me as administrator of a large library system."¹⁴ The histories of single libraries, of minor publishing houses and booksellers; the development of school library legislation of a particular state; and early libraries and printing in countries of Asia—to cite actual cases—are representative of topics not likely to be pursued with much eagerness by the average "practitioner."

Neither of those just quoted nor most of the others who speak to this point suggest that the primary purpose of the dissertation is to make a direct, practical contribution to librarianship, but the fact is that the nature of and requirements for this exercise are such that the documents produced have, with some notable exceptions, little or no relevancy to the work of the average practicing librarian. As a result, his interest in doctoral study, of which the dissertation is the most tangible manifestation, is likely to be lukewarm at best.

We do not, however, have to turn to the public library to find indifference to the fundamental values and importance of research in librarianship. Carolyn Kay's study showed that, "In the selection of faculty members, directors appeared to place most emphasis on advanced degrees in library science, personality, and library experience. Demonstrated research ability was ranked sixth in a list of seven qualifications, followed only by publications. The most important factor in recommending faculty members for advancement in rank and/or salary, was the ability to work effectively with students. Interest in and ability to supervise research studies was ranked fifth, and number and quality of research publications was ranked seventh in a group of seven factors."¹⁵ The rank-

¹²Harold L. Hamill, in a letter to the author dated May 11, 1959.

¹³Asheim, in a letter to the author dated January 20, 1959.

¹⁴Emerson Greenaway, in a letter to the author dated May 6, 1959.

¹⁵Carolyn Kay, "Research Training at the Master's Degree Level in ALA Accredited Schools, 1956," in Association of American Library Schools, *Report of Meeting, January 26, 1959*, p. 25.

ings Kay's data reveal would undoubtedly be much different for the doctoral schools alone, but her findings cast a sad illumination on the climate of opinion in library education generally. Elsewhere Kay notes that, "If the research 'climate' in the library schools was not as favorable as might be desired, it may be hypothesized that in the profession at large it is even less favorable for the development of research. The support for research on library problems has come almost altogether from the library schools themselves and from foundations, not from the profession. Not only does there appear to be lack of interest in the research process, but little attention is given or little value attached to the results of research. Beyond disinterest, there seems at times to be ill-concealed disrespect, distrust or even open hostility toward the process, the results and those engaged in research."¹⁶

THE WITHDRAWAL RATE AND THE TIME FACTOR

It seemed worthwhile to attempt to discover the ratio between the total number of students who have been in residence for the degree at the several schools and the number who have actually been awarded it. The point of this inquiry is to determine whether a useful answer can be suggested to the question, "About how many student individuals who actually embark upon the program result in one graduate a year?" The figures that resulted from this aspect of the study are illuminating, and tend to support the academic cliché that "The woods are full of people who have completed their course work but have never finished their dissertations." The ratio between total students and those awarded the degree varies from 8:1 at Chicago to nearly 12:1 at Illinois. At Columbia there was "a grand total of

sixty-three candidates for the degree from 1952/59 of whom four resigned from or were removed from candidacy; six who have been awarded the . . . degree; and fifty-three who are at various stages of progress toward the degree. . . ."¹⁷ If one includes all of the sixty-three individuals mentioned above, and one subsequent graduate, the Columbia ratio is 9.1:1. Similarly, at Illinois there were 153 student enrollments in the doctoral program in librarianship from 1948/49 through 1958/59, with thirteen degrees awarded, a ratio of 11.9:1. Again, at Chicago, in the years 1950/51 through 1957/58, a total of 152 students were registered in the Ph.D. program; during the same years nineteen students earned the degree, the resulting ratio being 8:1. The foregoing figures point to an unmistakably high attrition rate and suggest that unless the causal factors—e.g., the lack of substantial fellowship aid—should change we shall have to continue to expect a small proportion of doctoral graduates in relation to the total numbers who begin study at this level.

The situation in librarianship is, however, little if any different from that in other disciplines. While precise figures and comparative data are largely lacking, it is clear enough that the attrition rate at the doctoral level is, in most fields, inordinately high.¹⁸ It may be noted in this connection that a number of universities, prompted by the Sputniks and American shortages of personnel with academic training at the highest level, have recently instituted measures of various kinds which may have the indirect result of reducing present attrition rates. One of the commoner of these methods involves a drastic

¹⁶Leigh, in a letter to the author dated April 6, 1959.

¹⁸E.g., see Benjamin F. Wright, "The Ph.D. Stretch-Out and the Scholar-Teacher," in Arthur E. Trasler (ed.), *Vital Issues in Education* (Washington, D. C.: American Council on Education, 1957), pp. 140-51.

reduction in the number of required courses and seminars. Another method is the setting of fixed time limits for certification for the degree and/or for the number of years allowed for completion of the dissertation after certification. As a result, the student who knows for certain that he must complete his work within a given time, will, by and large, be more likely to do so, than if, as has been pretty much the case in the past, he can continue to be a candidate almost indefinitely.¹⁹

The withdrawal rate obviously bears a close relationship to the length of time required to fulfill the requirements for the degree. That is, if this time averaged half of what it actually does more students would have the intellectual, financial, and physical stamina necessary to complete the program, including the dissertation. Precise figures on this point can never be determined, chiefly because of the great differences in the ways individual students pursue their doctoral studies. A very few are fortunate enough to be able, through fellowship aid or private financial means, to devote full time to their studies. The great majority, however, are obliged to seek gainful employment for at least some, and probably most, of the time. Such employment may be minimal—ten to fifteen hours a week—during the years in residence. At the other extreme is the student who, throughout his academic labors, is obliged to spend half to three-quarters of his time earning money. The variations of the study-employment combination are almost infinite. Nonetheless, some generalizations in the way of averages may be suggested. In our field, the length of time it takes a stu-

dent to get the degree appears to be around five or six years, the figures provided by Columbia, Illinois, and Michigan being 4.8, 6.0, and 5.7 respectively.

Here, again, the situation in librarianship is not notably different from that in most other fields. Figures for Columbia University covering the period 1940-56 show a departmental range, for the average number of years spent in earning the degree, of 5.3 for chemistry to 12.5 for Germanic languages. But for approximately two-thirds of the thirty-three departments for which data were computed the average number of years varies between 5.3 and 7.6.²⁰ For a group of ninety-five who took all of their graduate work at Ohio State University in 1928 and 1939, the median number of years between admission to the Graduate School and award of the doctorate was 6.4 and 6.5 respectively.²¹

It is reported for the field of sociology "that there elapse on the average about 7.6 years between a future sociologist's graduation from college and his receipt of the doctoral degree. . . . The average doctoral student in sociology, or in the social sciences in general, spends up to three years in graduate study and an additional four to five years in other activities such as teaching, before finally achieving the doctoral dissertation. For this and other reasons it is felt that there is a special need for more financial aid to students during the period before receipt of their doctoral degrees."²² One of the most thorough institutional studies covering this topic was conducted by Radcliffe. There it was found that the median number of years for the attainment of the Ph.D. in the decade 1946-55 was six. The report of the study notes that "The total period of postgraduate

¹⁹E.g., see the report of the Committee on Policies in Graduate Education of the Association of Graduate Schools for 1958, recommending, among other things, "a limit on the length of time within which a candidate must finish [his work for the Ph.D.]." Reported in Association of American Universities and Association of Graduate Schools, *Journal of Proceedings and Addresses*, LIX (October 1958), 33.

²⁰Barzun, *op. cit.*, pp. [22-23].

²¹S. L. Pressey, "Some Data on the Doctorate," *The Journal of Higher Education*, XV (1944), 193.

²²Bernard N. Meltzer and Jerome G. Manis, "The Teaching of Sociology," in *The Teaching of the Social Sciences in the United States* (Paris: UNESCO, 1954), p. 99.

study for the doctorate varies from three to seventeen years." As is the case elsewhere, "These years do not, of course, represent time actually spent in residence . . . they represent the span of time from entry in the graduate school to the final granting of the doctorate. They often include years spent elsewhere, frequently in working or teaching . . . it has been impossible to determine the time spent by the candidates in actual work for the degree."²³ Finally, and most comprehensive, are data compiled by the Committee on Policies in Graduate Education of the Association of Graduate Schools from thirty member institutions. The committee's figures show that "The average time in the humanities [and] in the social sciences [was] five and a half years. . . ."²⁴

The data reported in the preceding paragraphs are not put forward to "justify" the length of time generally required for completion of the requirements for the doctoral degree in librarianship, but simply to show that our situation in this regard is little, if any, different from that in most other (non-scientific) academic disciplines. In the writer's view, a reduction in the time factor is highly desirable.

POSITIONS CURRENTLY HELD BY DOCTORAL GRADUATES

Table III presents data on the positions held, as of June 1959, by those who have been awarded the degree. The table provides several striking contrasts and a general picture which should be of some professional interest. Omitting for present purposes the eighteen individuals included in the last three categories, it may be seen that 60 (54 per cent) of the remaining 111 are now head

librarians. Similarly, 56, or half the total, are associated with academic libraries, and 35 (31 per cent) have positions in library schools; altogether 91, or 82 per cent, have an academic affiliation of some kind. At the other end of the scale, only 4 (3.6 per cent) are employed in public libraries, 5 (4.5 per cent) in special libraries, and a single individual is in the school library field. These data substantiate our general impression that the great majority of those continuing for the doctor's degree are, for one reason or another, oriented toward an academic career of some kind. It is probably a safe inference also, that employment opportunities for holders of the doctorate are far greater in academic institutions than elsewhere. Whether this is good or bad it may be left to others to determine. It may be suggested, however, that it might be to the general advantage of the profession to attempt to recruit doctoral students from and for the school and public library fields, especially, in greater numbers than has been the case up to the present.

The data of Table III show that, for better or worse, the values and philosophy of doctoral study are affecting the highest administrative positions in forty-one academic libraries (including half of the forty largest), and in more than one-third of our library schools. What, precisely, the influences are we cannot say. However, in the light of the objectives of the doctoral schools and the general standing of the parent institutions among American universities, it would be difficult to argue that the influence was not a beneficial one. In the same way, it seems safe to suggest that the thirty-five doctoral graduates associated in some capacity with library schools—more than a quarter of the total full-time faculty of these schools—have influenced the work of the schools positively from the points of view of scholarship, research activity, and academic standards.

²³Radcliffe College, *The Radcliffe Committee on Graduate Education for Women: The Radcliffe Ph.D.* (Cambridge, Mass.: Harvard University Press, 1956), p. 21.

²⁴Association of American Universities and Association of Graduate Schools, *Journal of Proceedings and Addresses*, LVII (October 1956), 8.

TABLE III
POSITIONS HELD BY DOCTORAL GRADUATES, JUNE 1959

TYPE OF POSITION	SCHOOL					TOTAL
	Chicago	Columbia	Illinois	Michigan	Western Reserve	
<i>College and University Libraries</i>						
Head	28		5	8		41
Associate or Assistant Librarian; Administrative Assistant	1		4	1		6
Department Head	4	1	1	2		8
Staff Member	1					1
<i>Library Schools</i>						
Dean	9			1		10
Faculty Member	16	1	3	4	1	25
<i>Public Libraries</i>						
Head	2					2
Department Head	2					2
<i>Special Libraries</i>						
Head	2	3				5
<i>National Libraries</i>						
Department Head		1		1		2
<i>State Libraries</i>	1			1		2
<i>Government Libraries</i>						
Head	1					1
Staff Member	1			1		2
<i>School Libraries</i>						
Head	1					1
<i>Miscellaneous</i>	2	1*				3
<i>Non-Library Positions</i>	6					6
<i>Retired</i>	6					6
<i>Deceased</i>	6					6
Total	89	7	13	19	1	129

* Assistant Parliamentary Librarian, Iran.

These observations concern present positions only. It would presumably be possible to secure information on all of the positions of all doctoral graduates since they received their degrees. However, the labor involved in doing so seemed unjustified, chiefly because a random sampling of the *curriculum vitae* of a score of individuals suggested that the results would be substantially the same as those just presented. In other words, there is no evidence to indicate that the kinds of positions formerly held by the graduates vary substantially from those currently held. Indeed, some evidence to the contrary may be adduced. A tabulation made by the writer in 1953

showed that 19, or 29 per cent, of 65 (living) graduates were associated with schools of librarianship. This percentage is not greatly different from today's 31 per cent.

Quid Valet?

There remains the most important question, namely, that of the contribution which our doctoral studies have made to the profession. Obviously, no definitive answer is possible and very likely no two people would agree on an answer in any except the most general terms. However, in an attempt to secure judgments which might suggest at least the broad outlines of an answer, opinion

was solicited from two score library leaders—strictly a “non-scientific” sample!—in the country. The group included the Librarian of Congress, the executive director of ALA, the director of its International Relations Office, the executive secretary of its Library Education Division, who is also secretary of the Association’s Committee on Accreditation, the president of the Council on Library Resources, and six library school deans; the remainder was about equally divided between academic and public librarians. Intentionally, none of those queried was affiliated with one of the doctoral schools. The replies to this inquiry were noteworthy in three respects.

First, the spread of opinion was rather wide, ranging from high general praise of both the published product of doctoral studies and the other professional contributions of the graduates to a relatively cool regard for the entire contribution; what may be evaluated as generally positive and affirmative appraisal outranks the negative judgments in a ratio of about ten to one. Second, the general subject of the study seemed to be one of considerable and genuine interest, inasmuch as many of the replies ran to a full typewritten page or more. In the third place, and almost paradoxically, several of those queried confessed to having almost no knowledge whatever of any of the work accomplished including, specifically, the dissertations themselves. Thus one respondent, librarian of a large, rapidly growing university library, wrote, “I frankly know nothing about the current status of doctoral programs and nothing about the contribution they have made . . . I have asked myself whether in searching library literature, or in having it searched, in order to puzzle out a . . . problem, or in order to prepare a speech or paper, I have ever read or even scanned a doctoral thesis in librarianship; I must confess that I can’t remember ever doing

so. I have asked myself whether I know which of my colleagues running larger university libraries today possess such doctorates and whether those who do seem abler than those who don’t; . . . off the top of my head my answer would only be imprecise. I have asked myself whether I have any idea what kinds of positions are currently held by the recipients of doctorates . . . and whether they are held with distinction; it’s quite clear I know nothing at all about this . . . I have asked myself whether the articles or books I have read and found most compelling or influential have been written by people with doctorates or in pursuit of doctorates; I actually do not know.”

At the other extreme were a number of replies, chiefly from academic librarians, indicating that the writers had followed the development of doctoral study quite closely and were acquainted both with specific dissertations and with the careers and accomplishments of particular individuals.

The question as to the over-all contribution of our doctoral programs may be considered in at least two distinct ways: The direct contribution of the dissertations, and what those who have earned the doctorate have done for the profession after they have gone into the field.

Substantial difference of opinion as to what should be expected of the dissertation is apparent throughout our universities. On the one hand are those who believe that it can be only a preparation in methodology, scholarly attitudes, and the like, for *future* research productivity. On the other hand, are those who feel, no less strongly, that the dissertation itself can and should be a major and significant contribution to knowledge. Indeed the statements in graduate division announcements usually describe the standards for the dissertation in some such terms as these. A recent expression of

this viewpoint suggests that "If the dissertation is to have any value at all, there should be an all-out effort to make it a contribution to scholarship. The doctoral candidate should demonstrate a high order of ability to prosecute, with proper methodology, an intellectual problem in depth."²⁵ Even so, most of those closely associated with doctoral study in this country freely admit that many dissertations, perhaps the majority of them, no matter how sound methodologically, are not, in fact, genuinely significant contributions to knowledge. While the general requirements for the dissertation are quite similar among the major universities, and while these requirements remain highly constant, the actual nature of the individual documents produced depends to a large degree upon departmental attitudes and standards, and particularly upon those of the special doctoral committees appointed to pass on the dissertations.

The situation in librarianship is substantially the same as that in other fields. That is, we have produced a number of excellent dissertations and some less good; some have been genuinely important contributions to learning and some, even though solid pieces of investigation, have contributed little of significance in extending the bounds of knowledge. An objective over-all evaluation would require the reading of all of the dissertations by groups of experts and a synthesis of their opinions. Such an evaluation may be considered a practical impossibility. However, if one calls to mind the dissertations in librarianship which have won a general acceptance in the scholarly library world and in scholarly reviewing, one is inclined to hazard the judgment, however subjective, that the proportion which *does* constitute genuine contributions to knowledge is probably as high as in most fields. Among

such dissertations one would mention Anders' "The Development of Public Library Service in the Southeastern United States, 1895-1950"; Butler's "An Inquiry into the Statement of Motives by Readers"; Condit's "Studies in Roman Printing Types of the Fifteenth Century"; Dawson's "The Acquisitions and Cataloging of Research Libraries . . ."; Fussler's "Characteristics of Research Literature Used by Chemists and Physicists in the United States"; Joeckel's "The Government of the American Public Library"; Merritt's "The United States Government as Publisher"; Rothstein's "The Development of Reference Services in American Research Libraries . . ."; Shera's "Foundations of the Public Library"; Swank's "The Organization of Library Materials for Research in English Literature"; Willoughby's "The Printing of the First Folio of Shakespeare"; and Winger's "Regulations Relating to the Book Trade in London from 1357 to 1586." This is assuredly far from an inclusive list; indeed, it consists simply of some of the studies with which the writer happens to be familiar.

In another respect, our situation is not unlike that which obtains in other fields. Whatever the causes, it appears to be generally the fact that a large proportion, and possibly a majority, of those who earn the doctorate do not, thereafter, achieve a major scholarly work. At Radcliffe, for example, it was found that 29 per cent of 318 of its Ph.D.'s had no publication record whatever and an additional 21 per cent were classified as "occasional" with one or two articles only.²⁶ A graduate dean with almost twenty years of experience suggests "that the majority of Ph.D.'s do not produce a major piece of research after completing a doctoral thesis. . . ."²⁷

Whatever the facts elsewhere, it is cer-

²⁵Radcliffe College, *op. cit.*, p. 41.

²⁶William W. Brickman, "Speed-Up of the Ph.D. Degree," *School and Society*, LXXXVII (1959), 51-52.

²⁷Theodore C. Blegen, "How Can Graduate Schools Increase the Supply of College Teachers?" *Journal of Higher Education*, XXX (1959), 131.

tainly true that most of those who have earned the doctorate in librarianship have not subsequently produced *research*, though many have written useful and even important contributions of various other kinds. There are, of course, exceptions to this generalization; one thinks, among others, of the names of Asheim, Berelson, Carnovsky, Joeckel, L. Martin, Merritt, R. R. Shaw, Shera, and Tauber. Almost all of the exceptions are of men who, for relatively long periods in their careers, have been associated with library schools. Here, the atmosphere, the traditions, the general climate of activity and, perhaps, the "publish or perish" requirement have provided both the opportunity and the incentive for scholarly productivity.

In the opinion of a group of leaders in the profession, and in the writer's opinion also, the doctoral programs have made certain definite and direct contributions to the advancement of librarianship. These benefits and contributions may be briefly summarized as follows:

1. A respectable percentage of the dissertations constitutes genuine contributions to learning and has significantly increased our knowledge and understanding. Even library practice has apparently been affected. "We have borrowed copies [of dissertations] from time to time," one public librarian reports, "and have used some with considerable benefit . . . there were three or four specific points [in one dissertation] which we adopted and used with profit. . . ." ²⁸ Another public librarian writes, "I can say with some assurance that many of us have learned to look more deeply into our problems, basing decisions upon whatever . . . research may be open to us." ²⁹ And a university librarian offers this opinion: "When I think of the theses by Rothstein on ref-

erence history and by John Dawson on cataloging, I am sure that theses as a source can be overlooked only at considerable risk." ³⁰

Two more items of evidence on this point seem worth reporting. "One of our divisions suggested that the A. M. McNally dissertation, 'Characteristics of Materials Used in Research in United States History,' . . . and others which employ the same technique in other fields have proved useful. Irene Zimmerman's 'Latin American Periodicals of the Mid-Twentieth Century as Source Material for Research' . . . was helpful in preparing background material for Latin American seminars." ³¹ "One staff member said that he had borrowed three dissertations to seek an answer to a problem he had to deal with and that two out of the three had 'pay dirt.'" ³²

2. The knowledge of investigation and of research methodology acquired in the programs for the degree has made it possible for some of the graduates to produce additional significant studies later on.

3. The Ph.D.'s subject-matter mastery and knowledge of methods of inquiry have almost certainly beneficially affected the library schools, where, today, nearly one-third of all of the graduates hold positions. (Indirectly, also, the schools appear to have been benefited with respect to their status in the parent institution as a result of the increase in "academic respectability and prestige" of their faculties.) To be sure, as many friends and critics of American higher education have repeatedly pointed out, possession of the Ph.D. is no guarantee whatever of the graduate's teaching competence or ability to impart knowledge or to counsel and work harmoniously with students. ³³ The degree also, we may

²⁸Louis Kaplan, in a letter to the author dated March 31, 1959.

²⁹Harald Ostvold, in a letter to the author dated May 12, 1959.

³⁰Greenaway, letter cited.

³¹E.g., see John W. Dykstra, "The Ph.D. Fetish,"

School and Society, LXXXVI (1958), 237-39.

²⁸John Hall Jacobs, in a letter to the author dated April 14, 1959.

²⁹Ralph Munn, in a letter to the author dated April 24, 1959.

add, carries with it no assurance of the administrative ability and talents required in the top posts held by such a large proportion—54 per cent—of our own active doctoral graduates. Despite these truisms it seems hardly necessary to argue that the subject-matter mastery of which successful completion of the doctoral program is surely some evidence will bring definite plus values to both the teaching and the administrative position.

4. So far as the latter kind of post is concerned, whether in an academic library or in a library school, understanding of the approach, attitude of mind, and research needs of other members of the academic community cannot help but make more fruitful, easy, and effective the librarian's work with them. Lacking this understanding it is difficult for the librarian to deal with members of the faculty in terms that are wholly satisfactory to the faculty. (It goes without saying that this understanding has been gained and is possessed by a number of highly successful librarians whose doctoral study was in fields other than librarianship.) So much for an *apologia pro vita sua*.

On the negative side, it is no less clear that the total contribution has fallen considerably short of achieving its fullest potential. Among the reasons, the following appear to be paramount:

1. The relatively small number of graduates thus far produced. Although in this respect we appear to be no worse off, considering the length of the period involved and the total number of students admitted to our doctoral programs, than many other disciplines, the fact remains that 129 is a minute fraction of the more than 31,000 full-time professional librarians—or even of the 6,600 academic librarians—in the country.³⁴ (Of the 129, about a score have already

died, retired, or left the profession; nearly one-quarter received their degrees in 1957, 1958, or 1959—too recently to have produced much in the way of post-doctoral contribution.)

2. More than half of the graduates are currently employed as chief administrative librarians. The requirements of these posts and the climate of administrative activity provide little time, opportunity, or incentive for the production of scholarly research, regardless of the other kinds of contribution which the doctoral graduate may make as an administrative officer.

3. Many, and very likely most, dissertations, highly specialized and often theoretical in nature, are of a kind which hold no interest for the librarian "in the field" and have no direct impact upon the work-a-day library world. To say this is to criticize neither the dissertation nor the practicing librarian.

4. At the same time, it seems probable that the profession at large has not taken as full advantage as it might have of the results of doctoral research. Whether this is because the activity cannot be sufficiently popularized, or because of a distrust of the activity, or because of anti-intellectualism in the profession at large, or because of some other reason is far from clear.

5. The highly limited number of libraries able, or at least prepared, to employ personnel for research on library problems. Even the university, now generally more or less eager to have a doctoral graduate as head librarian, does not employ men and women trained in methodology to study and investigate library problems scientifically.

6. Programs for the doctorate and the resulting dissertations have possibly been insufficiently experimental. Because librarianship is a relatively new field for doctoral work the schools have tended to copy the older disciplines. Especially recently, there has been a pronounced

³⁴Wells E. Wright (ed.), *American Library Annual and Book Trade Almanac, 1959* (New York: R. R. Bowker Company, c1958), p. 12.

emphasis on historical and bibliographical study, to the general neglect of such areas as the bibliographic control of research materials, which might be less obviously "scholarly" to graduate councils and dissertation committees.

7. There has been insufficient accretion of the results of doctoral research. Each student looks for a comprehensible and usually relatively small topic which he can exhaust in the limited time at his disposal. Generally speaking, the re-

sult is that we have a number of largely uncoordinated studies on relatively small aspects of the profession. Many of our problems most needing attention are far too complex for prosecution by an individual. Time will, perhaps in part, take care of this difficulty; when we have had as long a history of research activity as, for example, English literature, the sum of a multitude of individual studies may provide us with a more nearly adequate research literature.

Doctoral Dissertations in Librarianship, 1930-1959

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- ANDERS, MARY EDNA. "The Development of Public Library Service in the Southeastern States, 1895-1950." Columbia, 1958.
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- DAILY, JAY ELWOOD. "The Grammar of Subject Headings: A Formulation of Rules for Subject Heading Based on a Syntactical and Morphological Analysis of the Library of Congress List." Columbia, 1957.
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- DOUGLAS, ROBERT RAYMOND. "The Personality of the Librarian." Chicago, 1957.
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The Library in the Modern World

THERE IS A GOOD REASON why the dedication of this library should excite the imagination and quicken the pulse. The reason is that this affair involves the heart of the university and affairs of the heart are always exciting.

It is important to emphasize that what I have said about this library is not universally true. I wish it were. Some libraries are not at the heart of their universities, and both the university and the library are the losers. But this library has been conceived and built with one central purpose—to be the center of the intellectual energy and life of the entire university. It is this concept that makes this library important. It is this concept that gives this dedication a special claim on our affections and our pride.

In taking its vow to honor, cherish, and support its library, Colgate also does honor to one of the oldest traditions of scholarship. There was a time, indeed, when a library was considered the greatest of all national treasures. We can remind ourselves that Demetrius Phalereus, who superintended the great library at Alexandria, held up a large shipment of supplies to Greece—not because he wanted more money but because he insisted that Egypt be paid by Greece in original manuscripts for the Alexandrian library. Phalereus held out for two folios by Aeschylus, one by Sophocles, and one by Euripides. Not even a lefthander or a switch-hitter to seal the bargain. Just a straight transaction of

several dozen tons of wheat for a few pounds of manuscript.

And the importance attached to libraries in those early but otherwise advanced times may be apparent from the amount of time Cicero took away from his consulship to spend in the library. Every now and then, in fact, it became necessary for Cicero to assure the people that he was not neglecting affairs of state in the pursuit of his hobby. In more recent times, this question has come up in a somewhat different form, indicating that the distance from Publicans to Republicans may not be as great as we think.

In any event, the Greeks and the Romans had a word for their books, a good word, and they attached to their libraries the same special feelings of satisfaction and awe that a more modern generation has sometimes applied to Fort Knox. Indeed, the Latin term *thesaurus* means, quite literally, a treasure-house. A library was a state treasure. In any inventory of their national assets, the Romans counted their manuscripts even before they counted their edifices.

To be sure, a library in the old days was rather careful about the company it kept. The first question a Roman interested in a library would ask was not "How many books does it have?" or even "What did it cost?" but "What does it have that is worth providing space to keep?" The yardstick then and for a few centuries to come was not coverage so much as it was cogency. As late as the fourteenth century, in fact, one of the best libraries in Europe, the Royal Library of France, did not number more than nine hundred volumes, all of which knew the meaning of full-time

Mr. Cousins is Editor, Saturday Review. This is the text of a talk given at the dedication of the new library building at Colgate University, April 13, 1959.

service. And some of the finest libraries in London proclaimed their superiority over the French because they carried even fewer volumes.

In our time, of course, we are compelled to be comprehensive. Inevitably so. New knowledge is just as much entitled to elbow room as the old. In fact, new knowledge is being generated so fast that it can hardly be classified let alone be fitted out for its cubicles. We must manage somehow both to pay our respects to such new knowledge and to find a place for it on the open stacks.

Even so, one wonders whether the fascination with numbers ought not to be subdued somewhat where books are concerned. The value of a library is no more represented by the number of volumes it houses than a book by the number of its pages. It is what happens to people inside the library that counts and not the yardage of the catalog cards. A good library should be the delivery room of the intellect for people who like to bring ideas to life. It is also, or should be, a busy thoroughfare where a reasonably curious man can rub shoulders with the interesting and provocative people of history, and, indeed, where he can get on reading terms with some original ideas. It is an exchange center for basic facts, to be sure; but there is no reason why it should not also fulfill Disraeli's designation as a place which affords the consoling pleasures of the imagination. Finally, however, a library is the headquarters for the endless process of education and learning. It is a diffusion center for the intellectual energy in the vital life of the mind. It is a seminal center for change.

Our concern as a people today is with change—with the challenge of change in a modern world.

Whether the idea of America survives in this world may depend less upon the amount of destructive force we can develop or use than upon our ability to

deal with the problem of change in our time.

There is not a single critical situation in the world today that does not involve the challenge of change. It makes little difference whether we are talking about our relations with the rest of the world, our economy, our education, or even our hopes. There is a fast-moving current of change that ties all our problems together. They are tied together in the sense that all of them make insistent demands on us: either we understand the vital problem of change involved in each case or we are left on a historical siding while the rest of the world goes billowing by.

There was a time in the life of nations and civilizations when the pace of change was glacial. The problems of the period of the Enlightenment, for example, were at least two hundred years in the making. The effects were spread out over another century or more. The lifeblood of Greece may have run out in large measure during the Peloponnesian Wars, but the causes fed slowly into that conflict and the consequences distributed their hurt over long years. In fact, ours is the first generation in history that has had to absorb the kind of changes that heretofore took thousands of years to produce.

From 1915 to 1959 we have had to withstand and comprehend greater and more fundamental changes than have been recorded in all the histories since man first began to record his histories. In less than fifteen years we have seen change overtake almost the entire body of science and systematic knowledge. The one event represented by the liberation of atomic energy may have greater significance than any previous utilization of the scientific intelligence of man. The conquest of earth gravity, as represented by the man-made satellite, may have an even more profound effect on philosophy than upon physics. A sudden

new perspective bursts upon the mind. The human brain now begins to perceive, however dimly, the meaning of a universe in which the earth and, indeed, the solar system may occupy a position in relationship to the whole no larger than the atom itself is to this planet.

Nothing has been more difficult in the evolution of thought than for man to depart from his view of himself as central in the universe. But now we have to begin to live with the idea that life, life with intelligence, may exist on millions or billions of planets and may even, in many cases, be far superior to our own.

Meanwhile, even as we prepare to take off for other worlds we seem to be doing our level best to get rid of this one. The means now exist and stand primed for instant use—means that can expunge in a few seconds the work and culture of man that required thousands of years to put together piece by piece. No one knows whether it took man a quarter of a million years to evolve into his present being, or a half million years, or two million years. What we do know is that he has now employed his evolved intelligence in the creation of explosives that would put an end to his place on this earth at least.

Whether the explosives go off or whether this planet becomes a safe place for human life depends not on magical solutions but on the ability of man to understand the challenge of change.

If the use of nuclear military force no longer can achieve victory but achieves the finality of suicide, then it becomes important to understand this change and attempt to devise those means that can be effective in enabling us to preserve our freedom and values and also serve the cause of humankind in general.

If our security today no longer depends on the pursuit of force but on the control of force in the world, then it becomes necessary to understand this change and make the kind of connec-

tions with the rest of the world that gives us the basis for genuine leadership in that direction.

If we are challenged by a powerful ideology, we can recognize that the only time we need fear an ideology is if we lack a great idea of our own—an idea that is great enough to encompass change, great enough to unify man, and set him free, give him reasonable peace, and make the world safe for his diversity.

The great idea is clearly within our reach. The uniqueness of the human mind is precisely that it is potentially capable both of recognizing the fact of change and devising the means for meeting it.

A library not only records change; it scrutinizes change, perceives its germinal characteristics, contemplates its effects, and meditates on the failures to comprehend it.

In sum, the library offers more than incidental intelligence today for a society looking for a place to go. One of the unhappy aspects of our age is that we live largely in a state of historical disconnection. We have not really put our experience to work in coping with new dangers. We have tended to segregate ourselves from the wisdom accumulated over long centuries—wisdom that deals with principles that can be put to work in the operation of a complex civilization. We have made the mistake of thinking that because there is so much that is new in the nature of contemporary crisis that the past has nothing of value to say to us. But the fact that men like Socrates or Comenius or Milton or Jefferson or Lao-Tse or Confucius or Tagore did not have to cope with atomic weapons or intercontinental missiles does not mean that their views of life and great issues had meaning only for their own times.

Similarly, the Peloponnesian Wars may be more than two thousand years in the past, but some of the basic prin-

ciples emerging from that experience might be helpful today. And the story of man's own growth and his struggle to create and preserve his noble works—all this deserves our historical respect. At least we ought to know what it is that is now being jeopardized.

In this sense, I repeat, that the library may be able to speak to the human conditions in today's world. For books serve as the natural bloodstream of human experience. They make it possible for the big thoughts of big minds to circulate in the body of history. They represent a point of contact between past and future. There is something else that books can do. They can help in the conversion skills that mankind now requires. For it is not enough that man can convert so beautifully in the fields of science and technology.

It is not enough for man to convert the face of nature into a countenance congenial to human life. He can convert sand, stone, and water into gleaming and wondrous towers. Not enough to convert fluids into fabrics. Not enough to convert the invisible atom into an infinity of power. Not enough to convert the rush of water into the whirling fantasy of the dynamo and thence into the magic impulses that banish darkness or turn wheels or carry images and voices over empty space. Not enough, even, to convert air, agitated by the spin of a blade or the thrust of a jet, into the lifting power that enables him to rise from the earth and fly over the mountains and the seas.

What is most needed now by man is to apply his conversion skills to those things that are most essential for his survival. His urgent and overriding need is to convert facts into logic, free will into purpose, conscience into decision. He has to convert historical experience into a design for a sane world. He has to convert the vast processes of education into those ideas that can make this globe safe for the human diversity. And

he will have to learn more than he knows now about converting the individual morality into a group ethic.

Our failure to develop these conversion skills has converted us into paupers. The plenty produced by our scientific and physical skills has not relieved the poverty of our purposes. The only thing greater than our power is our insecurity. All our resources and all our wealth are not enough to protect us against the effects of irrational ideas and acts on the world stage. It makes little difference how magnificent are our new buildings or how impressive are our private kingdoms. If no answer is found to war, all men will die poor.

The library—and the term is used here as symbolic of the universe of knowledge, systematic and unsystematic both—the library can be a strong part of the new conversion process. It can furnish the basic materials that must go into the making of the new purposes and designs. And, quite possibly, it may furnish some of the motive power for the decision behind the effort itself.

Now some people may take the fatalistic view and say it is too late. They may say that man cannot possibly develop the comprehension necessary to deal with change in the modern world, that he will require many centuries before his conversion skills can be developed as they now need to be developed in the cause of human survival.

But there is a larger view of man—one that history is prepared to endorse. This view holds that the great responses already exist inside man and that they need only to be invoked to become manifest. For man is infinitely malleable, infinitely perfectable, infinitely capacious. It is the privilege of anyone in a position of leadership to appeal to these towering possibilities.

By leadership I am not thinking of government alone. I am thinking of all those who work on the frontier of ideas.

Leadership begins with ideas. And ideas, if they are big enough, can unfreeze man and make him relevant and effective in turning back the largest threat he has ever known.

It is self-evident that neither education nor the library which is at its heart

can undertake the total function of leadership in our time. But the job will certainly not be done without education. In dedicating this library, therefore, we also dedicate ourselves to the need for great conversions, to the need for a seed-bed of change.

Doctoral Study for Librarianship

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Library Resources for Classical Studies

AMERICAN RESEARCH LIBRARIES have a history of continuous growth and development. Today there are five libraries in the United States with over three million volumes each—the Library of Congress, Harvard, the New York Public, Yale, and the University of Illinois—and another thirty-four whose holdings range from one to three million volumes.¹ Among the vast quantities of volumes held by these and other libraries are special collections and notable materials in every subject area, but knowledge of these resources is far from complete. Although the number of bibliographies, guides to resources, check lists, and other tools has multiplied greatly, the holdings of many institutions remain to be described,² and the total national picture is still only partially complete. It is obvious that scholars in every field and librarians alike depend on bibliographical aids to assist them in locating and utilizing fully the country's research resources. From 1946 through 1954 there were 266 doctoral dissertations prepared in classical literature and history;³ certainly they required intensive use of many library materials. The objective of this paper is to describe the library resources for clas-

sical studies that are available in American research libraries. (Although the term "classical studies" is used here in a wide sense, it necessarily emphasizes Greek and Latin literature.) It attempts to synthesize the information available, for the most part, in published guides and descriptions, but for this very reason can make no pretense at completeness. This report consists of two parts which complement each other. The first of them presents general descriptions of the holdings of a number of major libraries, while the second section deals with the special collections of books by and about individual authors. The advantages of bringing together the comments on holdings of each author seemed to outweigh the disadvantages of separating them from the remarks on the library to which they belong.

RESOURCES OF MAJOR LIBRARIES

What institutions have notable resources in the field of classical studies? As one might expect, the largest concentration of them exists in the older, larger, and more developed libraries along the east coast. This survey therefore begins there, proceeding later to the Midwest and Far West.

Harvard. At Harvard is one of the country's notable classical collections, comprising over 64,000 volumes.⁴ Numerous first editions are among them, together with a number of manuscripts, chiefly from the fourteenth and fifteenth centuries. In addition, Harvard has practically all the chief critical editions and commentaries of classical authors. Par-

¹American Library Directory (21st ed.; New York: Bowker, 1957).

²Robert B. Downs, *American Library Resources, A Bibliographical Guide* (Chicago: ALA, 1951), p. 11.

³William V. Jackson, "The Distribution of Doctorates in Postwar Years," *Journal of Higher Education*, XXVIII (1957), 41-44.

Dr. Jackson is Associate Professor of Library Science, University of Illinois. This paper was presented at the Illinois Classical Conference, Chicago, February 19-21, 1959.

⁴"The Harvard University Library: A Graphic Summary," *Harvard Library Bulletin*, IX (1955), 84.

ticularly well represented are Homer and Cicero, each with over one thousand volumes, Aesop, Boethius, Caesar, Horace, Plato, Plautus, Theocritus, and Virgil. Sets of practically all the principal periodicals dealing with classical and archaeological subjects strengthen these resources, as do a large number of programs and dissertations of German universities.⁵

A special reading room, the Herbert Weir Smyth Classical Library, houses a seven-thousand-volume working collection of college texts of the most important authors, standard works like the *Corpus Inscriptionum Latinarum* and the *Inscriptiones Graecae*, and a number of periodicals. An important palaeographical collection of over six hundred volumes occupies adjacent quarters in the Widener Building.⁶

Other classifications in the Harvard Library add materially to these resources. There are extensive holdings relating to the private lives of Greeks and Romans and to the archaeology of Greece and Rome. In addition to an important collection in ancient history, there are over a thousand volumes on the catacombs and Christian antiquities of Rome and Italy. Widener does not have a great many books on Roman law because the Law School's extensive holdings make duplication unnecessary.⁷

Yale. Scholars find valuable material in classics at the Yale University Library, but they can be only partially described here because the Library has not yet published a guide to its resources. In 1935 Yale received two groups of particular importance: the Ionides Collection of Greek classics, a gift from Chauncey B. Tinker as a memorial to his father, the Reverend Anson Phelps Tinker, and the Marston Greek Classics. The former comprises 165 items in 236 volumes, the latter 90 items. The Ionides Collection includes a number of first editions of Greek writers—e.g., Homer, Aristophanes, Euripides, Plutarch, Lucian, Pindar, Aeschylus, Euclid, Ptolemy, and Archimedes—which combine with first editions of other authors to place Yale's holdings among those of first rank. There is a choice group of early grammars, among them the earliest book in the collection (1483), the Graeco-Latin vocabulary compiled by the Carmelite monk generally known as Crastonus.⁸ The Marston items, nearly all printed before 1600, embrace a number of Aldines: the first Plutarch *Moralia* (1509), the first Euripides (1503), and the first Aeschylus (1518).⁹ Some years after these gifts Yale reported the acquisition of several hundred additional titles of early editions of Greek and Latin writers.¹⁰ One might also note that the Library owns a long line of editions of Pindar¹¹ and no less than eleven copies of Baskerville's Virgil.¹²

In 1944 Mr. and Mrs. David Wagstaff enriched Yale's resources with twenty-two manuscripts of classical and medieval Latin authors, ranging in date from the thirteenth to the end of the fifteenth century. Seven Cicero manuscripts form the largest group, but Virgil, Ovid, Seneca, Terence, Boethius, Valerius Maximus, and Caesar are also present.¹³ In

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⁵Austin M. Harmon, "The Ionides Collection of Greek Classics," *Yale University Library Gazette*, X (1935), 1-5.

⁶Thomas E. Marston, "The Marston Greek Classics," *Yale University Library Gazette*, X (1935), 5-7.

⁷John Van Male, "Notable Materials Added to American Libraries, 1941-1942," *Library Quarterly*, XIV (1944), 138.

⁸Marston, *op. cit.*, p. 7.

⁹Allen T. Hazen, "Baskerville's Virgil," *Yale University Library Gazette*, XI (1937), 90-93; cf. Rebecca Dutton Townsend and Margaret Carrier, "A Selection of Baskerville Imprints in the Yale University Library," in *Papers in Honor of Andrew Knapp* (New Haven: Privately printed, 1938), pp. 285-97.

¹⁰Edmund T. Silk, "The Wagstaff Collection of Classical and Mediaeval Manuscripts," *Yale University Library Gazette*, XIX (1944), 1-9.

⁵A. C. Potter, *Library of Harvard University* (4th ed.; Cambridge, Mass.: Harvard University Press, 1934), pp. 66-68; Garrett Mattingly, "The Lawrence Bequest," *Harvard Library Notes*, II, No. 14 (March 1925), 296.

⁶Marjorie P. Wood, "The Herbert Weir Smyth Collection," *Harvard Library Notes*, III, No. 28 (May 1938), 145f.; Herbert Bloch, "The Classical Libraries at Harvard," *Harvard Library Bulletin*, IV (1950), 399-403; "Smyth Classical Library," *Harvard Alumni Bulletin*, XLIV (1942), 526f.

⁷Potter, *loc. cit.*

addition to these items, Yale has two manuscripts of Boethius' *Consolatio Philosophiae*;¹⁴ although both date from the fifteenth century, one calls for special comment because it is bound as a "girdle book," that is, a small volume designed to hang like a purse from the owner's belt.¹⁵ It is not necessary to do more than mention three Tacitus manuscripts, because they receive fuller comment later.

Yale acquired in 1896 the library of Professor Ernest Curtius of Berlin, consisting of about 3,500 volumes and the same number of pamphlets. Especially rich in the field of classical archaeology, it added to the library's resources in this area.¹⁶

New York Public Library. Although the New York Public Library does not stress classical literature, its holdings may be viewed as a good working collection which contains some rarities. There are about 5,500 volumes of Greek literature (including medieval and modern) and about 4,500 of Latin. Present are histories, critical works, and various standard editions of authors, both in original languages and in translation, as are various early editions; literary and philological periodicals constitute an important part of the collection. An interesting special feature is a small group of Greek and Latin classics in Spanish. Material classified elsewhere substantially enhances these resources. In philology, there are complete files of most of the philological journals; in history, editions of the classical historians; in classical folklore, an extensive and rich collec-

tion; and in classical archaeology, many items.¹⁷

Columbia. At Columbia University will be found practically everything of value in Greek and Latin literature published in recent decades. Although the collection of earlier works contains some lacunae, it is also excellent.¹⁸ Especially notable are the library's holdings of early editions of works in the classics (among them Greek grammars of the fifteenth and sixteenth centuries and the Aldine editions of Homer and Herodotus¹⁹) and of material in the field of antiquities, paleography, and epigraphy. There is a special epigraphical library with a collection of original inscriptions—mostly in Latin—and of squeezes; a papyrus division possesses 600 to 700 original Greek papyri, largely unpublished, as well as a practically complete papyrological library, making it one of the best in the Western Hemisphere.²⁰

Princeton. Still another university library with important resources in classics is Princeton. It has numerous examples of early editions of Pliny, Terence, Plautus, Ovid, Aristotle, Homer, and Euripides.²¹ One might also note two special features: a collection of about forty thousand German dissertations on classical subjects, and the inclusion of a number of classical works in the McKenzie Fable Collection. Among these are *Batrachomyomachia* (Battle of Frogs and Mice), long ascribed to Homer, accompanied by the *Galeomyomachia* (Battle of Cats and Mice) in editions of

¹⁴Silk, "A New Manuscript of Boethius' *Consolatio*," *Yale University Library Gazette*, XVIII (1944), 46f.

¹⁵Silk, "The Yale 'Girdle-Book' of Boethius," *Yale University Library Gazette*, XVII (1942), 1-5.

¹⁶Yale University, *Report of the Librarian, July 1950-June 1951* (Bulletin of Yale University, Ser. 47, No. 14 (1951)), p. 58f.; Yale University Library, *An Exhibition of Manuscripts and Books Illustrating the Transmission of the Classics from Ancient Times to 1556* (New Haven, 1947).

¹⁷Karl Brown, *A Guide to the Reference Collections of the New York Public Library* (New York: New York Public Library, 1941), p. 132; Downs, *Resources of New York City Libraries* (Chicago: A.L.A., 1942), p. 198.

¹⁸Downs, *Resources of New York City Libraries*, p. 197.

¹⁹George A. Plimpton, "Greek Manuscripts and Early Printed Books in the Plimpton Library," *Transactions and Proceedings of the American Philological Association*, LXV (1934), 260-70.

²⁰Downs, *Resources of New York City Libraries*, p. 197; William L. Westermann, "The Columbia Collection of Greek Papyri," *Columbia University Quarterly*, XXIII (1931), 276-85.

²¹Princeton University Library, *Early Printing in Italy, With Special Reference to the Classics, 1469-1517* (Princeton, 1940).

Aesop printed at Basle, 1541; Lyon, 1582; and Paris, 1585. In the same group the reader will find a number of the sixteenth-century editions of fables derived from Aesop through Romulus.²²

Pennsylvania. The University of Pennsylvania's classical collections constitute a notable assemblage of resources. For Greek one finds numerous early editions of authors, many translations, and a group of dictionaries, grammars, handbooks, commentaries, and other helps. Greatest strength appears in Aristotle, Plato, the dramatists, Plutarch, and Homer and the epic. The library is also strong in papyrology, epigraphy, and archaeology. Complete sets of learned journals in the field, some of them going back to the early nineteenth century, further enhance the collection's value.

For Latin this library contains practically all the editions, both text and annotated, of all the Latin authors that are ever read or referred to. Particularly good is the group of older editions of authors, due in part to the purchase of the 20,000-volume library of Professor E. L. von Leutsch of the University of Goettingen in 1890.²³ A group of early French translations of the classics has been acquired to show their influence, and among them will be found the first edition of Remi Belleau's version of the odes of Anacreon (Paris, 1556) and early editions of translations of Homer, Caesar and Cicero.²⁴ Complete sets of American, English, and foreign scholarly periodicals add to the collection, but holdings in Latin epigraphy and Roman archaeology are not so strong.

Library of Congress. It is especially difficult to evaluate the holdings of the Library of Congress, due to the lack of

a complete guide to its resources. However, they are undoubtedly superior to those of most other American libraries. For classical literary and philosophical writings the scholar has at his disposal not only the standard editions and reference works, but also commentaries, critical works, and a number of rare early recensions. Also worthy of mention is a sizeable collection of photostatic copies of manuscripts of classical writings, particularly the works of Aristotle, Terence, and Ovid.²⁵ Many early editions of classical literature are present in the Vollbehr collection of incunabula, comprising 3,000 items and acquired in 1930.²⁶

North Carolina. Strong resources in classics are available at the University of North Carolina. Most notable holdings fall into the fields of classical bibliography, Latin and Greek literature, ancient history and civilization, papyrology, and epigraphy; there is also material in paleography, religion and mythology, classical linguistics, and numismatics. General classical periodicals, reference materials, and bibliographies are quite complete, while for individual authors the library possesses all important individual editions, critical and annotated, as well as such sets as the *Loeb Classical Library*, *Bibliotheca Teubneriana*, and the *Oxford Classical Texts*. A comprehensive collection of recent works and of most of the older standard volumes covers the field of Greek drama, and the same is true of Homer; in Latin there are notable materials devoted to Cicero, Catullus, Virgil, Horace, Livy, and Tacitus. In paleography the scholar may consult standard works and facsimiles of manuscripts, including microfilms or photostats of 250 treatises from about

²²Kenneth McKenzie, "Some Remarks on a Fable Collection," *Princeton University Library Chronicle*, V (1943), 137-49.

²³Bibliographic Planning Committee of Philadelphia, *A Faculty Survey of the University of Pennsylvania Libraries* (Philadelphia: University of Pennsylvania Press, 1940), pp. 90-93.

²⁴John Alden, "Some Recent Additions to the Rare Book Collection," *University of Pennsylvania Library Chronicle*, XV (1948), 59.

²⁵U. S. Library of Congress, Reference Department, *A Report on Certain Collections in the Library of Congress* (Washington, 1942), pp. 5, 18.

²⁶U. S. Library of Congress, *Exhibit of Books Printed During the Fifteenth Century and Known as Incunabula, Selected From the Vollbehr Collection Purchased by Act of Congress, 1930* (Washington: Govt. Print. Off., 1930), pp. 26-33.

160 Latin manuscripts; in papyrology the Library has approximately one hundred volumes; in archaeology, a very good representation of the chief works in the field, including important books on Greek and Roman art.²⁷

Illinois. Private libraries of two German scholars have aided in the development of the classics collection at the University of Illinois. The University purchased the first of these in 1907 from Professor Wilhelm Dittenberger of Halle University; it comprised 5,600 volumes and pamphlets. The second came from Professor Johannes Vahler of Vienna and Berlin; it was purchased in 1913 and numbered about 10,000 volumes and 15,000 pamphlets.²⁸ Total holdings of classical literatures at Illinois now amount to about 61,000 volumes, to which should be added thousands of volumes classified in history and in other related subjects.²⁹

A strong periodical collection encompasses practically all the really important journals in the field—those devoted to particular phases of classical studies as well as those of wide scope. Of over 300 titles there are complete or very nearly complete files of more than 260. One might cite as examples the first true journal published in the field, *Miscellaneae Observationes Criticae Novae*, founded in 1723; *Jahrbücher für Philologie* (1826-1943); *Revue de Philologie*; and *Journal of Philology*. In all, the serial holdings total over 7,000 volumes. In epigraphy scholars at Illinois have at their disposal the handbooks, specialized dictionaries and manuals of epigraphic technique, and every known major collection of texts; although the important journals are available, coverage of the regional journals of more or less miscellaneous content listed in *Année épi-*

graphique does not approach completeness. Greek epigraphy is probably the best covered. In papyrology Illinois owns all of the tools and special reference works; the oldest and most famous collection, the Neapolitan Academy's *Collectiones Herculaneum Voluminum* (1793-1876); and complete sets of the more recent collections.³⁰

Other areas in which resources at Illinois are strong include Greek and Latin grammar and lexicography, while medieval Latin, patristics, Byzantine, and modern Greek are fairly well represented. The collection has excellent holdings of the critical texts and criticism of Greek and Latin authors, while numerous early editions are available. Individual authors well represented (including in some cases photostats and collections of manuscripts) might be listed: Aesop, Apuleius, Avianus, Epictetus, Jerome, Plutarch, Suetonius, and Terence.³¹

Northwestern. The first important gift to the Northwestern University Library made possible the purchase of the library of Johann Schulze, a member of the Prussian Ministry of Public Instruction. Since the greatest strength of this collection lay in the classics, it formed the foundation of the Library's resources in this area. It encompassed 11,246 volumes and about 9,000 pamphlets (chiefly dissertations from German universities), among them many of the best nineteenth century editions of classical authors.³² Northwestern now possesses over 12,000 books classified as Greek and Latin literature,³³ a number which will be significantly augmented by means of a recent gift of \$6,000 from Arthur Williams.³⁴

²⁷Charles E. Rush (ed.), *Library Resources of the University of North Carolina* (University of North Carolina Sesquicentennial Publication; Chapel Hill: University of North Carolina Press, 1945), pp. 129-35.

²⁸Illinois University Library, *Staff Manual* (Urbana: University of Illinois Library, 1947), p. 114f.

²⁹Jackson, *Studies in Library Resources* (Champaign, Ill.: Distributed by the Illini Union Bookstore, 1958), Table I, p. 44.

³⁰Information furnished by Miss Edith C. Jones, classics librarian, University of Illinois.

³¹Illinois University Library, *loc. cit.*

³²Arthur H. Wilde, *Northwestern University, A History, 1855-1905* (New York: University Publishing Society, 1905), III, 197f.

³³Jackson, *Studies in Library Resources*, Table III, p. 48.

³⁴*Northwestern Library News*, XII (January 31, 1958), 1.

California (Berkeley). For its holdings in classics the University of California at Berkeley has aimed at acquiring all available material in English, together with the desirable and significant works in major and minor European languages. Among the Greek authors its holdings are excellent for Homer, Plato, the historians, and the leading dramatists. The Latin collection, on the whole, may be considered an admirable one, with very good holdings on Cicero, Livy, Seneca, Lucretius, Virgil, Ovid, Catullus, Propertius, and Tibullus.³⁵ Present in the Moffitt gift, which the library received in 1956, are incunabula of Cicero, Virgil (including the *editio princeps* of the *Bucolica*, 1468), Euclid, Lucretius, Plutarch, Herodotus, and Seneca.³⁶ A private library acquired some years ago contained early editions of classical authors from many European countries.³⁷ In 1941 the Library reported the addition of a papyrus collection of major importance. It contains mainly Greek papyri written in the period 250-30 B.C., including 1,093 published in the Tebtunis papyri series. These holdings throw light upon a period for which there is comparatively little papyrus available.³⁸

Other Libraries. This paper could not describe the holdings of all American libraries with significant collections in the field of classical studies, because, as was already pointed out, not all of them have published guides to their resources or otherwise described their holdings. However, it seems appropriate to call attention to some libraries not discussed above. Three tools which aid in identifying them are an article on leading collections in American libraries,³⁹ the re-

cent publication *Subject Collections*,⁴⁰ and the Index to Special Collections maintained at the Library of Congress. According to these tools libraries belonging to the group of institutions possessing significant resources for classical studies include the Boston Public and those of the following universities: Chicago, Cincinnati, Cornell, Indiana, Johns Hopkins, Michigan,⁴¹ New York, Stanford, Texas, Virginia, and the Joint University Libraries in Nashville.

For five of them statistics of holdings, at least, are available. Virginia has over 9,000 volumes and a pamphlet collection of about the same size; the Joint University Libraries, about 5,000 volumes; and Texas, 6,788 volumes—but these totals date from 1938.⁴² More recent are the figures of 67,000 for Chicago⁴³ and 66,000 for Cincinnati;⁴⁴ for the latter a partial catalog was published some years ago.⁴⁵

It is well to bear in mind that the above statistics and others cited in this article are not fully comparable for several reasons. The subject categories used by different libraries vary in breadth; a single class in one institution may encompass what other libraries place in several groups. Moreover, libraries use a variety of classification schemes with different divisions of knowledge.⁴⁶ Finally, "there is little uniformity at present in the methods used for measuring library holdings."⁴⁷ Comparisons made on the basis of quantity do not, of course, imply any judgment as to quality.

³⁵Lee Ash, *Subject Collections* (New York: Bowker, 1958), *passim*.

³⁶Henry A. Sanders (ed.), *Latin Papyri in the University of Michigan Collection*, (University of Michigan Studies, Humanistic Series, Vol. XLVIII, Michigan Papyri, Vol. VII; Ann Arbor: University of Michigan Press, 1947).

³⁷Downs (ed.), *Resources of Southern Libraries* (Chicago: A.L.A., 1938), pp. 103-105.

³⁸Chicago University Library, *Introduction to the University of Chicago Library* (Chicago, 1933), p. 18.

³⁹Ash, *op. cit.*, p. 105.

⁴⁰[John M. Burnam] "Summary Catalogue of a Part of the Library of John M. Burnam," *University of Cincinnati University Studies*, Ser. 2, II (September-October 1906).

⁴¹Jackson, *Studies in Library Resources*, pp. 45-47.

⁴²Downs, "Research in Problems of Resources," *Library Trends*, VI (1957), 155.

³⁵Fulmer Mood, *A Survey of the Library Resources of the University of California* (Berkeley: University of California General Library, 1950), pp. 201-204.

³⁶"Moffitt Gift," *CU News*, XI (May 23, 1956), 4.

³⁷Downs, "Notable Materials Added to American Libraries, 1940-41," *Library Quarterly*, XII (1942), 184f.

³⁸Downs, "Notable Materials Added to American Libraries, 1939-1940," *Library Quarterly*, XI (1941), 266.

³⁹Downs, "Leading American Library Collections," *Library Quarterly*, XII (1942), 459.

SPECIAL COLLECTIONS OF INDIVIDUAL
AUTHORS

Aeschylus. The collection of Aeschylus at Harvard numbers over 550 volumes and, in addition, the library has photographic copies, either in whole or in part, of many of the 120 manuscripts of Aeschylus listed in Smyth's catalog.⁴⁸

Aesop. Several American libraries hold special collections of Aesop material. In addition to several hundred volumes in its classics collection, Harvard has a group of Aesopian imitations—tracts published in England in the eighteenth century,⁴⁹ while the McKenzie Fable Collection at Princeton also has such material.⁵⁰

At the Library of Congress one finds the largest and finest copy of the first edition (1480) of Aesop and a Latin 1487 edition. Although this collection does not include the first edition in English (a 1484 Caxton), mention might be made of Aesop in German and Italian incunabula, as well as of later editions.⁵¹

Aristophanes. In 1919 the family of Professor John William White gave his Aristophanes collection to the Harvard Library. It comprised 600 volumes and 450 pamphlets.⁵²

Aristotle. One of the country's notable collections of Aristotle is found at the University of Pennsylvania Library. It includes not only the standard texts of his writing and of the ancient commentators, but also a very extensive number of monographs. In 1938 Dr. Charles W. Burr, who had been enlarging the Library's holdings in this area, presented 500 special items and monographs dealing with Aristotle. For the most part they consist of doctoral dissertations, university programs, and other pamphlets dealing with special topics; about

one-fourth of them treat of philosophy; seventy-two are concerned with the *Poetics* and fifty-eight with the *Politics*, while the remainder are scattered over the whole Aristotelian field. In recent years the collection has been strengthened by the addition of unpublished manuscripts and some of the less common early printed translations and commentaries (e.g., the first French translations of the *Ethica*, published in Paris in 1488 and not previously reported by any library in the United States).⁵³

Indiana University Library possesses a collection of more than three hundred commentaries on Aristotle, thirty-four of which are in manuscript form. This material dates from the fifteenth through the eighteenth centuries with emphasis on the period 1500-1699.

Avianus. The University of Illinois Library has built up a notable collection of Avianus, comprising not only published books and pamphlets but also photostats and manuscripts. Oldfather lists and locates copies of some items not found in Leopold Hervieux's *Les Fabulistes Latins*.⁵⁴

Epictetus. The University of Illinois Library has assembled an extensive collection of Epictetus material. Oldfather's bibliography and its supplement locate items in this institution and in a number of other American and foreign libraries, thus facilitating greatly the task of anyone working in this area.⁵⁵

Herodotus. Special collections of Herodotus do not appear in the published guides to resources. However, in 1940 Harvard was given a collection of early editions.⁵⁶

Juvenal. Yale has an extensive group

⁴⁸Herbert Weir Smyth, "Catalogue of the Manuscripts of Aeschylus," *Harvard Studies in Classical Philology*, XLIV (1933), 1-62.

⁴⁹"Aesopian Imitations," *Harvard Library Notes*, I, No. 11 (May 1923), 242-48.

⁵⁰McKenzie, *loc. cit.*

⁵¹Eleanor Weakley Nolen, "Aesops in the Library of Congress," *Horn Book*, XIV (1938), 311-15.

⁵²Potter, *op. cit.*, p. 67.

⁵³William N. Bates, "A Scholar's Library on Aristotle," *University of Pennsylvania Library Chronicle*, VI (1938), 16-18.

⁵⁴W. A. Oldfather, "Bibliographic Notes on the Fables of Avianus," *Papers of the Bibliographical Society of America*, XV (1921), 61-72.

⁵⁵Oldfather, *Contributions Toward a Bibliography of Epictetus* (Urbana: University of Illinois, 1927); Marian Harman (ed.), *Supplement* (Urbana: University of Illinois Press, 1952).

⁵⁶Downs, "Notable Materials Added to American Libraries, 1940-1941," p. 184.

of Juvenal material, the gift of Thomas E. Marston. It comprised originally 13 manuscripts and 286 volumes, including 32 incunabula, editions of the text, commentaries, whether printed separately or with the text, translations, and some miscellaneous volumes containing excerpts or quotations from Juvenal. The earliest item is a fragment of a late twelfth-century manuscript, while the earliest printed book bears the date of 1470. Of the 50 known editions of Juvenal which appeared between 1470 and 1500 the collection contains copies of 18, while 47 of a total of more than 150 editions of the sixteenth century are present. The latter group includes the three Aldines and the three counterfeit Aldines printed at Lyons. Although the collection does not have the first printing of Juvenal in England (done in conjunction with Norton's Horace in 1574), it does contain the first four separate editions printed in England. Additional copies come from later centuries, down to the second edition of A. E. Housman (Cambridge, 1931), and from Housman's library four recent editions with his bookplate and a copy of Mavor's first edition, 1853, interleaved and with some manuscript notes.⁵⁷

Marcus Aurelius. In 1926 William Smith Mason gave Yale 494 volumes of works by and about Marcus Aurelius. The collection includes editions of the Greek text as well as many translations into various languages.⁵⁸

Persius. Shortly before the death of Professor Morris Hickv in 1910 the Harvard Library received as a gift his collection of Persius. At that time the gathering contained some 295 editions, 213 translations, and about 125 commentaries and critical works. Daniel B. Fearing added several rare editions to it, and Harvard acquires other items as

they become available. The published catalog locates copies at other libraries as well.⁵⁹

Philo Judaeus. Probably the best place in the world for research on Philo Judaeus is the Yale Library, as a result of the generosity of Howard L. Goodhart in 1950. His gift of 228 volumes of monographs, 86 volumes of periodicals, and 27 volumes of photostats represented items not already in the Yale collections. Among them are fifteen editions of the Greek text of Philo's works, ten editions of Latin translations, and a number of translations into modern European languages. Some interesting association copies came from the library of F. C. Conybeare, the great Oxford authority on Philo. As missing items come on the market they are added to the collection.⁶⁰

Seneca. The Boston Public Library has a distinguished group of fine editions and translations of the works of Seneca, the earliest of them being the *Omnia Opera* (Venice: Bernadinus de Choris, 1492). Two other incunabula present are the *Tragoediae* (Venice: Lazarus de Sordis, 1492) and *Formula Vitae Honestae* (Paris: Wolfgang Hopfl, date unknown). There are several distinguished seventeenth-century editions. The Library's Ticknor Collection contains a notable group of Spanish translations of Seneca, some of them rare and early editions. The 1500 *Proverbios de Séneca* is the oldest of them, while other interesting items are the scarce second edition of *Los V. Libros de Séneca* (1510) and the *Flores* printed by Christopher Plantin at Antwerp in 1555.

A wealth of source material useful for studying Seneca's influence on English literature is found in the Library's Barton Collection. Here are not only Ar-

⁵⁷G. L. Hendrickson, "The Marston Juvenals," *Yale University Library Gazette*, XII (1938), 71-88; *Yale University, Report of the Librarian*, July 1939-June 1951, p. 58.

⁵⁸*Yale University, Report of the Librarian*, July 1939-June 1951, p. 74.

⁵⁹Potter, *op. cit.*, p. 67; Morris H. Morgan, *A Bibliography of Persius*, (Harvard University Library Bibliographical Contributions, No. 58; Cambridge, Mass.: Harvard University Library, 1909).

⁶⁰Erwin R. Goodenough, "A Collection of Philo Judaeus," *Yale University Library Gazette*, XXV (1951), 1554.

thur Golding's version of *De Beneficiis*, the first authentic work of Seneca to be translated completely into English, but also the well known group of translations by various hands entitled *Seneca His Tenne Tragedies Translated Into Englysh* (London: Thomas Marsh, 1581).⁶¹

Tacitus. At Yale there is a distinguished collection of Tacitus, of which a thousand volumes were given to the library in 1932 by Clarence W. Mendell. One-half of this group consisted of editions and translations, while the remainder represented commentaries on the histories.⁶² Yale's resources include three manuscripts, of which one was originally owned by Matthias Corvinus, King of Hungary (1458-90). It contains the last six books of the *Annals* and the five books of the *Histories*.⁶³ The second copy is closely related in text to the first,⁶⁴ while the third is a fifteenth-century manuscript of Books XI-XXI, containing a coat of arms which appears to be that of Alfonso II, Duke of Calabria (1448-95); photostatic copies of some of the less important manuscripts are also available.⁶⁵

Yale's book holdings begin with the *editio princeps* (Venice: Wendelin de Spira, ca. 1470). "Of perhaps thirty-four editions in the fifteenth and sixteenth centuries, the Library possesses twenty-one, including all the important ones. For example, we now have the first printed edition, the first complete edition, the first edited by Beatus, the first Juntine, the first Aldine, the first Gryphius, the first Plantin. . . . We have, besides these,

eight of the Plantin editions, the first Elzevir, the first edition by Gronovius, and the first by Ernesti. The collection contains over eighty-five different editions previous to 1800. In addition to these there is the first translation into any language, the German translation of 1535, as well the first Italian and the first English translation, and the first Spanish published in Spain. Interesting for particular reasons are the pirated edition of 1517 (which reprinted the papal edict forbidding its own existence), the rare and handsome Bodoni edition, the beautiful Doves Press Agricola, and the more elaborate but less successful Agricola by Updike at the Merrymount Press."⁶⁶ Individual items are added to the collection from time to time.

Virgil. The Junius S. Morgan collection of editions of Virgil has long been considered one of the Princeton University Library's "most cherished possessions" and "so outstanding that rarely is there occasion to add a volume of equal worth to the choice and handsome books already on the shelves."⁶⁷ In 1930, when the New York Public Library held a bimillennial exhibition of Virgil, no less than 212 of the 325 items shown came from Princeton, and the exhibition's catalog indicates the books which belong to the University.⁶⁸ In recent years the Library has added to this outstanding group such items as the 1529 Wynkyn de Worde edition of the *Eclagues*⁶⁹ and the Paris edition of the *Bucolics* (ca. 1498).⁷⁰

In connection with the Virgil bimillennial celebration the Newberry Library in Chicago issued an exhibition catalog of its more notable editions of the poet. Among the items shown were two incunabula editions of the *Opera* (Nurem-

⁶¹Marshall W. Swan, "Seneca: Texts and Translations," *More Books*, XX (1945), 347-54.

⁶²"Tacitus Collection," *Yale University Library Gazette*, VII (1932), 21f.

⁶³Walter Allen, Jr., "The Yale Manuscript of Tacitus (Codex Budensis Fuenani)," *Yale University Library Gazette*, XI (1937), 81-86.

⁶⁴Karl Young, "The Uses of Rare Books and Manuscripts," *Yale University Library Gazette*, XVI (1941), 26f.

⁶⁵C. W. Mendell, "Tacitus: Yalensis III," *Yale University Library Gazette*, XV (1941), 70-77; Downs "Notable Materials Added to American Libraries, 1940-1941," p. 183; Mendell, *Tacitus, the Man and His Work* (New Haven: Yale University Press, 1957), pp. 321, 384.

⁶⁶Mendell, "The Princeps Tacitus," *Yale University Library Gazette*, IV (1930), 69.

⁶⁷"New and Notable," *Princeton University Library Chronicle*, VIII (1947), 193.

⁶⁸"A Virgilian Exhibition Held at the New York Public Library," *Bulletin of the New York Public Library*, XXXIV (1930), 491-528.

⁶⁹"Library Notes and Queries," *Princeton University Library Chronicle*, III (1942), 149.

⁷⁰"New and Notable," *loc. cit.*

berg: Koberger, 1492; and Venice: Bartholomaeus de Zanis, 1493), and editions from such famous presses as those of Aldus, Elzevir, and Baskerville. A group of translations testifies to the poet's enduring influence.⁷¹

Horace. If we judge from library resources, one classical author, Horace, has appealed particularly to American book collectors. A half-dozen of them have assembled editions, translations, and criticism of his work, and the fruits of their efforts have become permanent parts of institutional libraries.

The Boston Public Library described its holdings of Horace in connection with the bimillennial anniversary of the poet. It owns two incunabula, the *Opera* (Florence: Antonio Miscomini, 1482) and the *Art Poetica* (Paris: Thielman Kerver, 1500). Its seventeenth-century editions were printed in such places as Geneva, London, Amsterdam, and Antwerp. For the eighteenth century one might mention the two-volume *Opera* published by John Pine, London, 1733-37; the quarto volume of Horace's work printed by Baskerville in Birmingham in 1770, and the first translation of Horace to appear in America (Philadelphia: Elczer Oswald, 1786).⁷²

At Brown University there is the Foster Collection of Horace containing about six hundred items. The major printers—Aldus, Stephanus, Elzevir, Baskerville, Bodoni, and Pickering—are present, as are humbler items like school texts, paraphrases, and parodies. A fifteenth-century manuscript and three incunabula lend further distinction to the collection.⁷³

The University of California (Berkeley) received from the bequest of James

K. Moffitt a Horace collection containing the first dated edition printed in Milan in 1474. Also included are the second printing, undated but probably also Milan, 1474; Gruninger's 1498 illustrated edition as well as the 1501 Aldine. Mr. Moffitt had assembled over 350 editions of Horace, among them four manuscripts of the fourteenth and fifteenth centuries, twenty-four incunabula, and over a hundred editions printed in the sixteenth century.⁷⁴

The Free Library of Philadelphia has received the first of a series of gifts through which Moncure Biddle will present his entire Horace collection. The first group of items included some three hundred volumes of the works of Horace, translations into various languages, commentaries, critical studies, and biographies. They range from the fifteenth century to the present.⁷⁵

In January 1956 Northwestern acquired the Stephen E. Hurley collection of Horace. Consisting of some eighteen hundred Horace editions from 1465 to date, it includes seven incunabula, some sixty sixteenth-century editions, and over one hundred seventeenth-century editions. Particularly notable is the wide range of translations, representing practically every language into which Horace has been translated, which is especially strong in English versions.⁷⁶

One of the outstanding Horace collections is located at Princeton, thanks to the gift of Robert W. Patterson. The Library's holdings include manuscripts and a number of fifteenth-century editions.⁷⁷ A preliminary catalog was issued in 1917.⁷⁸

The full extent of the Horace collections described above, as well as the location of all specific editions in many libraries, may of course be ascertained by

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⁷¹Newberry Library, *Virgil, an Exhibition of Early Editions and Facsimiles of Manuscripts Commemorating the Two-Thousandth Anniversary of His Birth 70 B.C.-1935 A.D.* (Chicago, 1930).

⁷²Margaret Munsterberg, "The Bi-Millennial Anniversary of Horace," *More Books*, X (1935), 245-58.

⁷³Downs, "Notable Materials Added to American Libraries, 1939-1940," p. 266; Ben C. Clough, "The Foster Collection of Horace," *Books at Brown*, V (December, 1942), 1-4.

⁷⁴"Moffitt Gift," *loc. cit.*

⁷⁵Ash, *op. cit.*, p. 202.

⁷⁶*Ibid.* Jens Nyholm, letter dated January 16, 1959.

⁷⁷Princeton University Library, *op. cit.*, p. 25.

⁷⁸Princeton University Library, *A Preliminary Catalogue of the Horace Collection* (Princeton, 1917).

Recent Experiences with Soviet Libraries And Archives: Uncommon Resources and Potential for Exchange

TRIPS TO THE SOVIET Union from near-by Finland in 1957 and 1958 gave the author the opportunity to acquaint himself with some aspects of Soviet libraries and archives which may be of interest to others. The reader should keep in mind the fact that conditions can change rapidly and that, therefore, some of the conclusions presented here may be rapidly invalidated. The author's particular concern on his trips was the promotion of exchanges between the Library of the University of Kansas and Soviet libraries. The thoughtful reader may wish to compare the author's conclusions with those in a forthcoming book, Melville J. Ruggles and Vaclav Mostecky, *Russian and East European Publications in the Libraries of the United States*. This is an unpublished report prepared for the Association of Research Libraries in 1958 which is to be published by Indiana University late in 1959. See especially Chapter 2 (Acquisitions).

EXCHANGES

Expansion of exchanges with Soviet libraries is a goal particularly worthy of consideration by librarians of those universities that have decided to establish centers of Russian studies where effective research can be done, especially in the social sciences and humanities.

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It offers, in addition, a means of securing works in the natural and physical sciences.

Of New Books. Previous comments and accounts of trading have stressed the trading of contemporary works (i.e., books published from World War II on). They have performed a needed service. I have come to a few conclusions about trading of new books, periodicals, etc., which differ from current conceptions:

1. *The rate of exchange for calculating the trading value of current publications is eight rubles to one dollar.* The Lenin Library in Moscow indicated a willingness to trade at this rate, provided sufficient exchanges were forthcoming. The Academy of Sciences Library in Leningrad acquiesced in respect to the rate of eight to one.

2. *Institutes of the Academy of Sciences, especially in the humanities and social sciences, have a substantial interest in receiving gifts of books and can be expected to reciprocate.* Direct dealings with an institute offer an excellent way of being assured of rapid delivery of institute materials. Such dealings relieve the Library of the Academy of Sciences of much additional paper work and distributional effort.

In August 1956, Mr. S. F. Anderson of the department of Germanic and Slavic languages of the University of Kansas travelled to the Soviet Union and there promoted the exchange of publications and microfilms. Since that time the Li-

brary of the University of Kansas has acquired among other things several hundred monographs and a few dozen serials, including substantial runs of *Chteniia v obshchestve istorii i drevnostei rossiiskikh* (164 vols.) and *Uchenye zapiski moskovskogo universiteta* (154 vols.), and complete sets of *Izdaniia obshchestva liubiteli drevnei pis'mennosti* (143 vols.) and *Pamiatniki obshchestva liubiteli drevnei pis'mennosti* (212 vols.).

Some Soviet libraries wish to exchange book for book, others page for page, and others at dollar equivalents. The formula makes little difference as long as the net result is satisfactory.

Of Old Books. The lack of emphasis on trading of old books is an unfortunate oversight, for (1) old books are available in large quantities in the Soviet Union, especially in major centers (Moscow and Leningrad) and (2) old books must be obtained in quantity if new centers of Russian studies are to spring up in the United States. *Quare*, is it in the interest of United States libraries to consider vast purchases of old Russian books both to encourage the formation of new centers and to strengthen existing centers of Russian studies? The University of Kansas has acquired books at a faster rate through exchanges than it could have on western markets.

Soviet librarians are not well informed of market conditions in the West. Consequently they are fearful of making trades which might be disadvantageous. I had the unsettling experience of learning, in the midst of negotiations with the Library of the Academy of Sciences, that someone had sent that library a copy of a recent catalog of one of the highest-priced dealers in Russian books in the world. I have insisted in my dealings with Soviet libraries that in any large volume trades they must be competitive not with the most expensive book dealers in the West but with more moderate book dealers and with going rates in the

West for collections of Russian books. Soviet librarians have demonstrated, however, a desire to test just how far they could go and still keep business.

The Russians are interested in obtaining primarily new works in physics, chemistry, engineering, and related fields to be purchased on the open market by American institutions in exchange for old books, and in trading either the entire output of American universities or that part of the output which would accurately reflect a "profile" of each university.

There is a general impression that "page-for-page" is a safer and more satisfactory way to trade books. There is little doubt that, when institutions are exchanging only their own publications, a page-for-page exchange is reasonable and fair. It does, however, involve a considerable amount of extra bookkeeping. The necessity for it arises either because an institution has had little experience in exchanging with another institution and so has no grounds to trust the institution with which it is exchanging or because an institution has grounds to mistrust that institution. In fact when only the publications of the exchanging institutions are involved a book-for-book exchange is simpler and less costly in time.

A page-for-page basis can make exchanges economically unfeasible when the American institution receives old (i.e., pre-Revolutionary and pre-World War II) publications from the Soviet Union and is asked to buy on the open market in the United States or elsewhere for a Soviet institution. The average cost to the University of Kansas of books or serials purchased for Soviet institutions runs at almost exactly two cents per page. This high level is the result of the aforementioned requirements of Soviet institutions. Added to the two cents per page must be a factor to cover overhead. That figure is high because the University of Kansas is compelled to enter into

correspondence with a variety of dealers and to process bills often with separate vouchers for each specific publication. The Soviet institutions when supplying old publications generally confine themselves to supplying publications of which they have duplicates or which are available in local second-hand stores. Some of these publications have many pages and yet are intrinsically not too valuable. For example, a volume (three issues) of *Russkaia Starina*, a well-known nineteenth- and twentieth-century publication, which has a normal market value in the West of five dollars (although, to be sure, I have purchased volumes for two dollars) and which sell, on the average, for ten dollars at the official exchange rate or four dollars at the tourist rate in Soviet second-hand shops, would cost the recipient twenty dollars (i.e., eighty dollars per year) if a page-for-page basis were employed. Such a result would obviously make it impossible for an American institution to accept any issues of *Russkaia Starina* on exchange.

The simplest procedure for obtaining old books is to send want lists to one of the four Soviet libraries with large duplicate collections: (1) Library of the Academy of Sciences, Berzhovaia Linia I, Leningrad; (2) Saltykov-Shchedrin State Public Library, Sadovaia ulitsa 18, Leningrad; (3) Lenin State Public Library, Mokhovaia ulitsa, Moscow; (4) Library of the University of Moscow, Mokhovaia ulitsa 9. The combined duplicate resources of these institutions total some seven million volumes, according to figures furnished me by officials of these institutions. Although these figures may well have been estimates, the officials in question insisted on their near accuracy. It should be noted that one reason for low estimates of the number of duplicates available is the unwillingness of Soviet librarians to concede that their figures of total holdings are inflated by a factor of as much, in some

cases, as 25 per cent by duplicate holdings.

I was told in the Soviet Union that several United States libraries have already been doing this for a few years, e.g. Harvard, Columbia, Indiana, and California. Unfortunately, from the point of view of Soviet libraries, these libraries are unable to exchange in large volume, primarily because they already possess the largest part of the duplicates available for exchange in the Soviet Union. The Universities of Tübingen and Cologne in Germany have done substantial business with Soviet libraries. Dr. Peter Scheibert, since May 1959 professor at Marburg, but formerly at Cologne working under Professor Günther Stökl, has done an outstanding job of building up the holdings of Cologne University's *Seminar für Geschichte Osteuropas* which a few years ago did not exist. It is my impression that there is today a good opportunity for libraries like those of Cologne and Kansas quickly to build substantial Russian holdings through exchanges with Soviet libraries.

BUYING IN SECOND-HAND SHOPS

The book-buying habits of American librarians and scholars who travel in the Soviet Union have been materially changed by a Soviet regulation put into effect in the spring of 1958. According to it books published before 1917 which are purchased in second-hand shops for export are subject to an export tax, normally payable on mailing the books. The tax is calculated by officials either of the Lenin State Public Library in Moscow, or of the Saltykov-Shchedrin State Public Library in Leningrad. The tax is based not on the prices actually paid for second-hand books but on the values assigned to those books by the officials involved. The tax seems to average about 200 per cent of the prices actually paid for books. Since this tax is not imposed on books sent by Soviet libraries on exchange, it seems clear

that the purpose of this tax is to stop the flow of books from Soviet second-hand shops to foreign libraries. There are probably several reasons for undertaking to stop that flow. It seems probable that an important reason is to compel foreign libraries to obtain old books for Soviet libraries, thus assuring the latter of greater credits in their dealings with the outside world. Since the Soviet state public libraries have displayed a willingness to purchase old books on the open market for foreign libraries, those Soviet libraries stand to gain most from this change. Indeed under present conditions any American librarians and scholars who locate old books desired for their libraries in second-hand shops are doing their own libraries, as well as Soviet libraries, a great disservice by purchasing them outright. The proper procedure is to reserve them and then negotiate with a Soviet library for the purchase of these books by the Soviet library on behalf of the American library in question, the latter undertaking to furnish books in exchange. That means that travelling scholars and librarians must, in the future, be supplied by their libraries with evidence of their *bona fides*, either through a general letter conferring authority to act as agents or through letters to the same effect to the individual Soviet libraries.

The above in no way affects the desirability of purchasing in the second-hand shops books published 1917 and after.

MICROFILMING POSSIBILITIES

Soviet libraries supply microfilms of unpublished MSS and documents to foreign scholars, within the limits of their capacities. That there is an interest in the expansion of microfilming capacities is evidenced by the opening of a plant to produce microfilming units in Odessa which delivered its first products probably in September 1957. The major academy of science libraries (Leningrad,

Moscow, Tbilisi, and Kiev), the University of Moscow Library, the major public libraries (Leningrad and Moscow), and the Central State Archive of Old Acts in Moscow have long been known to possess their own microfilming equipment and they generally are ready to microfilm materials in institutions in the same city which lack such equipment. The Odessa State Public Library and the library of the University of Odessa are probably now in a position to supply microfilms. The hope is that more and more libraries will obtain such equipment. It should be mentioned that apparently all Soviet microfilms produced by libraries or archives are on a nitrate rather than an acetate base; therefore, they are highly inflammable and should be kept cool and in a fire-proof container or room, separate from other microfilms. If they cannot be kept in a reasonably cool and secure place, they should be copied.

INTERLIBRARY LOAN

It appears that Soviet libraries are permitted to engage in international interlibrary loan. Soviet books have been sent to Finland and Germany. The Lenin Library has supplied on loan microfilms of dissertations for about twenty-four cents apiece. The Library of the Academy of Sciences has indicated its willingness to send other than *unica* in limited quantities on loan to the Library of the University of Kansas.

DISTINGUISHED COLLECTIONS

Both from travelers and from printed Soviet sources, especially in the last few years, it is possible to form an extensive image of the collections available in the major centers, Moscow and Leningrad. Relatively few comments have been made on collections in other centers. A few descriptions based on personal experiences may help to rectify that lack. Persons desiring to use these collections

might well write in advance to the officials named below.

1. *Belorussian State Public Library* of Minsk has a special collection of some 65,000 volumes on Belorussia which are kept separate and are listed in a separate catalog. The director of the library is Iosif Benseanovich Semanovsky, Krasnoarmeiskaia ul. 3. Although the bulk of the library's holdings was taken by Germans, its special collection, partially re-established with the help of other Soviet libraries, is unique.

2. *Public Scientific Library of the Academy of Sciences of the Ukrainian Soviet Socialist Republic* contains a manuscript division with over 200,000 MSS. In it are to be found literary MSS of many authors such as Frank and Gogol. The Lazarevsky collection contains *prikazi* of hetmans, land grants, and military documents. Eastern documents including papyri are available, especially in Persian, Chinese, and Assyrian. The Cossack papers of Volyn Mdzalevsky, largely published, represent another substantial holding. The vice-director in charge of international exchanges is Nikita Patapovich Rud', ul. Volodimera 58A, Kiev.

3. *The Scientific Library of the Odessa State University by the name of Mechnikov* contains three noteworthy special collections: (1) The Vorontsov collection assembled by M. S. Vorontsov during the French Revolution comprises among other things a French Revolutionary collection of several thousand pamphlets, some of which have been reportedly borrowed by French scholars because they were not available in France. The Vorontsov collection, along with (2) the Sirogonov collection, also offers the scholar a large collection of books published in France during the period of the French Revolution and Napoleon. (3) The Shil'der collections afford additional works, primarily secondary, dealing with the same period. Roughly 65 per cent of all books in the Odessa Uni-

versity Library are in foreign languages. The director is Nikolai Vladimirovich Pavliuk, ul. Sovetskoi Armii 24.

4. *State Scientific Library by the name of Gor'ky, Odessa* contains a manuscripts division in which there are about 8,000 MSS. Among its prized possessions are *Opisanie Kniiazia Kurbskago o tsare Ioanne Vladimiroviche* in quarto, by its binding and watermark an eighteenth-century copy, and *Istoriia Kazanskaia*, a late sixteenth-century or seventeenth-century MS of 322 quarto pages. The director of the library is Vasilii Andreevich Zagoruiko, ul. Pastera 13, and the chief of the manuscripts division is Mariia Vladimirovna Rapoport.

5. *The State Museum of Georgia of the Academy of Sciences of the Georgian SSR, Tbilisi* contains a manuscript collection in which are to be found numerous medieval Georgian theological and liturgical texts in various scripts, and frequent illuminated MSS. The director is Ivan Onisimovich Rukhadze, Ketskhoveri 10.

EXCHANGES OF LIBRARIANS

Soviet librarians are interested in becoming better acquainted with the American library scene. After discussions with Soviet librarians, it is clear that a proposal to exchange librarians on tours of inspection would have a warm reception and probably be accepted. Soviet librarians seem to be universally intrigued by the Library of Congress. There seems to be interest in observing the operations of large university libraries, of more moderate-sized university libraries, and of larger public libraries so selected as to give Soviet librarians at the same time an opportunity of observing life in various parts of the United States. A proposal, therefore, by American librarians to visit not only the major centers in Moscow and Leningrad, but also other library centers such as Minsk, Kiev, Odessa, Tbilisi, Tashkent,

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A College Library Reports on Its Freshman Lecture Program

FOR THE PAST FIFTEEN YEARS all freshmen taking English 1 at Brooklyn College have had one of their class periods in composition devoted to a lecture on bibliographic procedure, given in the library by librarians. Since the library, now arranged by form, is to reorganize on a subject division basis this year when its extension is completed, and will then reconsider its orientation program, this appears to be a good time for stock-taking on current practice.

First, a word about our institution and students. Brooklyn College is a liberal arts college, municipally supported, with a full-time day session student body of approximately eight thousand and a similar number in the School of General Studies. Approximately two thousand of the latter are matriculated for the baccalaureate degree. The students are, for the most part, the product of the city's high schools, and must have received an 84 per cent high school average to be eligible for admission. In addition to being selected, bright, students, most of them come to the college with some background in the use of a library, since one of the questions on the English "Regents" examination (required in all New York State secondary schools) deals with this subject, and they are therefore given instruction along these lines.

Our library orientation program con-

sists of two parts—a tour and a lecture. The former is under the supervision of the director of admissions and takes place during Freshman Orientation Week. The entering freshmen tour the campus under the guidance of upper classmen and visit the library in the course of their rounds. The supervisor of the library's freshman lecture program briefs the student guides and provides them with outlines.

The lecture, which is, as indicated, a one-period activity,¹ aims to accomplish two purposes: acquaint the students with the physical organization of the library, particularly those aspects which are peculiar to Brooklyn College (e.g., the divided catalog, arrangement of materials by form, separate housing of bound and current periodicals); and drill them in the fundamental procedures to be followed in searching for data for a term paper.

The following points are covered:

- I. Brief statistics about the collection and introduction to library organization
- II. The Catalog
 - A. Author-Title Section
 1. Kinds of authorship
 2. Title as secondary entry
 3. Title as main entry
 - B. Subject Section
 1. Person as subject
 2. Subdivisions

Mrs. Sellers is Associate Librarian and Miss Ciolli is a member of the Reference Department at Brooklyn College.

¹A period in the School of General Studies lasts seventy-five minutes instead of the usual fifty. Since the evening student is less apt to use the library than his day counterpart, the extra time is used for a brief tour of the stacks and reference room.

C. Unit Card System

D. Cross References

III. Bibliographies and Indexes

IV. Reference Books

V. Sample bibliography

VI. Helps for the student

A. Reference advisory service

B. Brooklyn College handbooks and bibliographies

The lecture is illustrated with slides made to our specifications. Included among them are floor plan sketches, catalog cards, and pages from various reference tools. Questions are permitted as each item is covered and again at the end of the lecture. A copy of the library's student handbook² is distributed to each student after the lecture for review purposes. The follow-up, formerly a problem sheet worked out in the library, was changed to an examination after it became clear that the former had become a "co-operative effort."

The examination, a short-answer type,³ given approximately one week after the lecture to give the students an opportunity to prepare for it, is composed by the library's reference division and revised each year. It seeks to discover whether the students can identify the items on a standard author catalog card and the items in a typical *Readers' Guide to Periodical Literature* entry; can comprehend the general purpose of such reference tools as the *Cambridge Bibliography of English Literature*, the *Dictionary of American Biography*, the *Dictionary of National Biography*, the *Education Index*, the *Essay and General Literature Index*, the *Harvard Guide to American History*, *Murray's New English Dictionary*, the *New York Times Index*, and *Who's Who in America*; and, finally, whether they are familiar with

the physical organization of the library and its rules and procedures.

In the seven semesters between the fall of 1954 and the fall of 1957, 520 English sections heard the lecture and took the test. Of these, 4,276 papers from 189 sections of English were analyzed, and a tabulation made of the questions which yielded the largest number of incorrect responses. Consistently the item posing the greatest difficulty was periodical material—how to look up subjects in the indexes and in the catalog, how to locate specific issues, how to distinguish between current and bound volumes—in fact, every aspect but interpretation of the entry in the index. The latter is apparently one of the items that has been drilled to the point of recall in the high school library lessons.

The second most troublesome area was found to be reference tools. The students fell down on such questions as which reference book among a choice would best supply information on Raleigh, Swift, and Caxton, the importance and location of the index volume of the *Encyclopaedia Britannica*, the period covered by *Poole's Index to Periodical Literature*, etc.

The catalog was the third obstacle. The fact that ours is divided into author-title and subject sections takes some time to sink in, but in addition the freshmen had trouble with the filing system, the author as subject (they indicated that they would look in the author-title catalog for books about Conrad), and the listing of main entry cards for periodicals. Fourth among the stumbling blocks were location questions—where the *New York Times* is kept, what floor the pamphlet file is on, where to charge books and periodicals taken from the stacks.

Aside from the entire area of periodical materials, then, it appears that the questions presenting the most difficulty are either tools new to the beginning

²"Clue to the Resources and Services of Brooklyn College Library, 1957."

³Sample copies of these tests may be obtained from the authors.

college student (e.g., the *Education Index*, *Poole's Index to Periodical Literature*, the *Dictionary of National Biography*, and the *Dictionary of American Biography*), or elements of service and organization peculiar to Brooklyn College.

As far as the four difficult areas are concerned, the fourth group does not give us any concern because it is simply a question of time before the students know their way about. The other three problem areas are taken care of through the individual help available at all desks where librarians are on duty. At the reference desk, in addition, special advisory service for students working on term papers is provided.

On the cheerful side, it is plain that little difficulty is experienced by the students in such areas as: interpreting the items on catalog card and in a typical *Readers' Guide to Periodical Literature* entry; comprehending the general purpose of such simple reference tools as *Who's Who*, the *New English Dictionary*, the *New York Times Index*; knowing where in the library to find teaching aids, government publications, and reserve books.

Do we feel the lecture is helpful? We emphatically do. Thanks to the fact that several of the lecturers work at public service desks (reference, education, periodicals and documents, and circulation) we are in a strategic position to judge the results. It is very easy to tell a freshman who has not had the lecture from one who has had that benefit. The latter will, if he doesn't know anything else, know how to *phrase* his question—a skill that appears to be lacking before the fifty-minute exposure to lecture and slides.

That the faculty members are in agreement with us about the program was proved when a Ford Foundation grant made available a study of the English courses in the new curriculum.

We had switched the lecture from the first term to the second, but the seminar studying the course offerings considered that the objectives of the elementary course would be better served if the students received the lecture in the first term rather than the second. To quote from the report: "The students themselves have voiced the feeling that they need the guidance provided by the library lecture much sooner than the spring of their freshman year. We all find the library lectures especially valuable, and want them as close to the beginning of the year's work as is feasible."

Furthermore, requests for the lecture have also come from instructors in vocational studies programs, whose students, since they are not enrolled in the same freshman English courses as those offered students matriculated for a baccalaureate degree, are not ordinarily scheduled to receive a lecture.

Though we feel confident that we are on the right path, we do not feel satisfied with the program as it is at present. We know that fifty minutes is insufficient for adequate coverage of all the necessary information and skills. Unfortunately, we cannot afford to give more time with the present staff. Ours is a small one (twenty-five professionals, two of whom are Fellows) for the number of students and the type of service given. In order for the lectures to reach the ninety-five sections of freshman English without overburdening any one person, ten librarians participate in the program. All the departments (including acquisition and catalog) are represented among the ten, and even now the time devoted to this project (lecturing, briefing meetings) is sometimes a burden to the departments. A second hour cannot, therefore, even be considered now.

We hope, however, that the library extension will mean more librarians, which in turn will mean more hours for lectures.

News from the Field

ACQUISITIONS, GIFTS, COLLECTIONS

THE STEFANSSON COLLECTION at Dartmouth College has arranged to exchange duplicate books and periodicals with the Arctic Institute in Leningrad and the Lenin Library in Moscow and to supply new English-language books for Soviet publications. The Stefansson collection, assembled by Vilhjalmur Stefansson, is the largest library of polar materials in the western world. The exchange arrangements were made by Mrs. Evelyn Stefansson, librarian of the collection.

THE DEPAUW UNIVERSITY LIBRARY, Greencastle, Ind., has been given a complete set of Limited Editions Club publications. The gift includes more than 350 volumes and a file of *The Monthly Letter* issued by the club. The donor was Mark P. Haines of Sturgis, Mich.

THE HUNTINGTON LIBRARY, San Marino, Calif., has acquired the 6,000-volume personal library of Jack London. In addition to books on a wide range of subjects, the collection includes first editions and translations of the author's writings. The Huntington Library has added also more than a hundred letters written between 1899 and 1906 by London to Cloudesley Johns, a southern California journalist. The letters include London's comments on his own writing, especially *The Sea Wolf*. These new acquisitions augment the extensive collection of London's manuscripts and correspondence already in the Huntington Library.

KNOX COLLEGE LIBRARY, Galesburg, Ill., has received a collection of books that duplicate those known to have been owned or borrowed by Abraham Lincoln. The collection was the gift of Mrs. Donna E. Workman of Chicago, who assembled it.

THE LIBRARY of Sacred Heart Seminary in Detroit has received a variety of reference books from the International Order of the Alhambra in memory of Edward Cardinal Mooney, first archbishop of Detroit.

FOUR RESEARCH LIBRARIES have been designated as repositories for translations of Russian technical journals supplied by the Of-

fice of Technical Services, U. S. Department of Commerce. They are Massachusetts Institute of Technology Library, the John Crerar Library, Georgia Institute of Technology Library, and the University of California at Los Angeles Library.

BUILDINGS

BARNARD COLLEGE LIBRARY has occupied its quarters in the new building, the Adele Lehman Hall-Wollman Library, at 117th Street and Claremont Avenue, New York. The five-story structure cost \$2,150,000. It houses a library collection which will be expanded to 150,000 volumes, a language laboratory, classrooms, offices, and special laboratories that constitute the social science center of the college. Formal dedication of the building is planned for the spring, when landscaping will be completed.

BRESCIA COLLEGE, Owensboro, Ky., has formally opened its new library building. Designed by Max W. Brisson, it was constructed at a cost of \$300,000, exclusive of furnishings.

PUBLICATIONS

THE LIBRARY OF CONGRESS has issued *Preservation and Storage of Sound Recordings*, a seventy-four-page report of a study by A. G. Pickett and M. M. Lemcoe of the Southwest Research Institute, San Antonio, Texas. The purpose of the investigation was to study the deterioration of sound recordings in storage to establish the optimum storage environments and techniques for library use. The tests and procedures of the project are described and the results and conclusions reported. Also included are the best means of storing phonograph discs and magnetic tapes in libraries and recommendations for future work in this field. Copies may be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at forty-five cents each.

The Library as a Community Information Center, a collection of the papers from the Allerton Park Institute, has been published by the University of Illinois Graduate School

of Library Science. The opening paper discusses the spirit of reference service and is followed by two papers on identifying the library's public and community and satisfying the needs of the library's users. The ALA's Reference Services Division and the development of interlibrary cooperation to meet informational needs are treated in three of the discussions. Other papers deal with the training of personnel and the cost and publicizing of reference services. The growth of reference materials in the social sciences, humanities, and the scientific and technical fields is considered. Special note is made in these papers of important works in these areas since 1950.

Contributors include: Rose B. Phelps, Robert B. Downs, William V. Jackson, Peter J. McCormick, Harold O. Harlan, Mary Radmacher, William S. Budington, Doris J. Probst, Helen F. Northup, Joseph C. Shipman, Margaret Enid Knox, Mildred Bruder, and Mary N. Barton. The paperbound book is available from the Illini Union Bookstore, Champaign, Ill., at \$2.00 per copy.

THE FIRST ISSUE of *Library Research in Progress* published by the Library Services Branch, U. S. Office of Education, lists seventy-nine projects currently under way in various parts of the country. They cover areas such as background studies; organization and administration; resources; reader services; technical processes; personnel and training; international, comparative and foreign librarianship; and methods of research and evaluation. Copies of LiRiP have been distributed to some 1800 libraries of all types, including sixty-eight in seventeen foreign countries. Additional copies are available free from the Library Services Branch, U. S. Office of Education.

Library Evaluation, edited by Wayne S. Yenawine, is number 2 of the *Frontiers in Librarianship* series issued by the School of Library Science, Syracuse University. Included in the publication are: "Evaluation of Book Collections," by Rudolf Hirsch of the University of Pennsylvania Library; "Evaluation of Personnel," by Philip E. Hagerty, assistant director of examinations of the New York State Department of Civil Service; and "Looking Backward Is Forward Looking," a case study of program evalua-

tion, by Samuel Simon, assistant coordinator of work with adults in the Brooklyn Public Library.

Libraries and Librarians (Drexel Library School Series, No. 2) is an address by Edwin Wolf II, librarian of the Library Company of Philadelphia on the occasion of cornerstone ceremonies for the new library at Drexel Institute of Technology, Philadelphia, on April 13, 1959.

A DESCRIPTION of the Yale University Library selective book retirement program appears in the October issue of the *Yale University Library Gazette*. Copies of the journal are available at seventy-five cents each; reprints are free of charge. Requests should be addressed to the Order Department, Yale University Library, New Haven, Conn.

THE REPORT of a survey of the United States Book Exchange, Inc., by Edwin E. Williams has been published under the title *A Serviceable Reservoir*. It reviews the operations of the USBE and makes suggestions for innovation, experiment, and continued study. Particular stress is placed on the role of the USBE in helping libraries to fill gaps in periodical files and the means for improving this service. The report recommends a more aggressive public relations program to increase USBE membership. Copies of the eighty-one page volume have been mailed to all USBE members and to many nonparticipating libraries. Libraries that have not received a copy may write to the USBE at 3335 V Street N. E., Washington, D. C.

DEE ALEXANDER BROWN, librarian of the Agriculture Library at the University of Illinois, is the author of *The Bold Cavaliers, Morgan's 2nd Kentucky Cavalry Raiders*, which was recently published by Lippincott.

RICHARD H. DILLON, librarian of the Sutro Library, San Francisco, is the author of *Embarcadero*, an account of some notable Pacific adventures and adventurers of the period 1849-1906 published by Coward-McCann in October.

MISCELLANEOUS

THE ORGANIZATION MEETING for the International Association of Law Libraries was held in the Association of the Bar of the City of New York on June 24. Sixty persons

attended. According to its constitution, "the purposes of the association are to promote on a cooperative, nonprofit, and fraternal basis the work of individuals, libraries, and other institutions and agencies concerned with the acquisition and bibliographic processing of legal materials collected on a multi-national basis, and to facilitate the research and other uses of such materials on a world-wide basis."

THE UNIVERSITY OF CINCINNATI LIBRARY has named Bertrand Smith, Jr., bookdealer, and Dr. Ralph E. Oesper, professor emeritus of chemistry, as curators of segments of its collection. The newly created post of curator carries full faculty status and privileges, but no salary, for a five-year term.

THE REPORT ON National Library Week in New Hampshire was included in the *Congressional Record* of August 12, 1959. William R. Lansberg of the Dartmouth College Library was executive director of the annual event.

MELVILLE J. RUGGLES, vice-president, Council on Library Resources, Inc., describes Russia's national bibliographic center, the All-Union Book Chamber, in the current issue of *Libri* (Vol. IX, No. 2, 1959). Mr. Ruggles' observations are based primarily on data received during a recent trip to the Soviet Union. He sums up the work of the Book Chamber in the following words:

"On reflection, it occurs to a visitor from the West that the Book Chamber's achievements are impressive not only because it does its job well, but because that job is unique (except for similar institutions established in the past decade in the East European states of the Soviet bloc). It combines functions which in the United States and in Western Europe are carried on by several disparate institutions."

A NEW COLLEGE, organized by a three-county educational district, will open for classes in Saginaw, Mich., in the fall of 1961. Acquisition of book stock for its library is now under way, with a planned collection of up to 40,000 volumes processed and ready for use by opening day the goal. Mrs. Janet G. Polachek, director of libraries, seeks help from college and university librarians in setting up the requisite buying lists and would appreciate receiving such materials as booklists issued over the last five years,

bibliographies which have been prepared in connection with grants applications, subject bibliographies in use by faculty members, etc. Buying lists and bibliographies may be sent to Miss Polachek at Tri-County College, c/o Hoyt Public Library, Saginaw, Mich.

ALA REPRESENTATIVES at recent collegiate ceremonies were: MARY D. HERRICK, associate librarian of the Cheney Library, Boston University, at the inauguration of Asa Smallidge Knowles as president of Northeastern University, Boston, September 8; CHARLES E. BUTLER, librarian of Canisius College, at the dedication of Duns Scotus Hall, Rosary Hill College, Buffalo, N. Y., September 20; RALPH M. HOPP, associate director of libraries, University of Minnesota, at the inauguration of Harvey Mitchell Rice as president of Macalester College, St. Paul, Minn., October 2; GILES F. SHEPHERD, JR., assistant director of Cornell University Library, at the inauguration of William Spencer Litterick as president of Keuka College, Keuka Park, N. Y., October 2; H. W. APPL, librarian of Marshall College, at the inauguration of Elvis Jacob Stahr, Jr., as president of West Virginia University, Morgantown, October 3; MORRISON C. HAVILAND, director of the University of Vermont Library, at the formal opening of the Edward Clark Grossett Library, Bennington College, Bennington, Vt., October 16; LUELLA R. POLLOCK, librarian of Reed College, at the inauguration of Branford Price Miller as president of Portland State College, Portland, Ore., October 18; BENJAMIN E. POWELL, ALA President and librarian of Duke University, at the dedication of the new library building and the inauguration of the centennial year at Louisiana State University, Baton Rouge, October 22-23; KATHRYN D. BLACKWELL, acting librarian of Macalester College, at the dedication of the O'Shaughnessy Library, the College of St. Thomas, St. Paul, Minn., October 28-29; LOIS E. ENGLEMAN, librarian of Dennison University, at the inauguration of David Alexander Lockmiller as president of Ohio Wesleyan University, Delaware, October 30; and REV. ANDREW L. BOUWHUIS, S.J., librarian of St. Peter's College, at the one-hundredth anniversary academic convocation at the Cooper Union, New York, November 2.

Personnel

On September 1, 1959, ROBERT R. HERTEL became the director of libraries and professor of library science at Illinois State Normal University. He



Robert R. Hertel

went to Normal from Cortland, N.Y. where he was on the library staff of the State University Teachers College since 1947. He was college librarian there since 1951.

Dr. Hertel has served on the Subscription Books and Statistics Committees of ALA and has been a member of the ALA Council as well as of the Board of Directors of ACRL. In New York State, he has been chairman of the Teachers College Section of the State University and the State University Librarians Conference.

During his tenure as head librarian at Cortland, Dr. Hertel demonstrated a unique capacity for constructive administration. His complete reorganization of library services greatly increased the efficacy of the instructional program. Ever receptive to change, he maintained a flexible policy which readily adjusted to new demands of both faculty and students. He was vigorously persuasive in his requests for additional funds to complete his several major acquisitions projects, and gently convinced hesitant donors to part with valuable book collections for the library. His major activity for the last two years was planning the new million-dollar library building now under construction.

Dr. Hertel holds two degrees from the State University College for Teachers at Albany, N.Y.—an A.B. and B.S.L.S. He received an A.M. degree in English literature from the University of California at Los Angeles and a Ph.D. from the University of Illinois Library School. He served in the Army from 1941 to 1945.—*Kathleen G. Kavanaugh.*

RUSSELL SHANK has left his position as librarian of the Engineering and Physical Science Libraries at Columbia University to

become assistant librarian at the University of California, Berkeley. Before joining the library staff at Columbia in January 1953 he had served as chief of personnel at the Milwaukee, Wisconsin, Public Library and on the staffs of the state universities of Wisconsin and Washington. His



Russell Shank

background of education has been varied and continuous. He holds degrees in electrical engineering (B.S., Washington, 1946), librarianship (B.S., Washington, 1949), and personnel administration (M.B.A., Wisconsin, 1952). He has completed course work at Columbia for the D.L.S. and is presently pushing a thesis through to completion.

His position at Columbia involved direct responsibility for the engineering collection, supervision of services to the departments of chemistry, physics, and mathematics, and the teaching of literature search techniques to undergraduate engineering students. In addition he was frequently drafted to teach courses in science and engineering literature in Columbia's School of Library Service. But even this was not enough to absorb his all but boundless energy; since his undergraduate days at Washington he has continued his affiliation with the United States Naval Reserve.

In his more than six years of service Russ made his influence felt not only within the division which he supervised directly but throughout the Columbia University Libraries. He has a direct and friendly way of dealing with people and problems. His instinctive sympathy and understanding of the needs of new staff members, for example, led him to be unsparing of his own time in

introducing them about the campus. His ingratiating ways with the various service departments made dealing with his division easy and never impersonal.

If I were to mention only one of the many qualities which have won him many friends here it would be his tolerance of others, extending in all directions. The Shanks, all five, will be remembered and missed at Columbia.

We wish them the best of everything at Berkeley.—Richard H. Logsdon.

JONATHAN R. ASHTON reported to the University of Northern Illinois this fall as head of the department of library science. He brought with him a good educational background, a good professional background, a wealth of academic training and practical experience, and many friends in the library world.

Dr. Ashton is a native of Coeur d'Alene, Idaho, and has two degrees from Washington State College and two degrees, including an M.A. in library science and Ph.D. in Romance languages, from the University of Wisconsin. He has excellent language equipment: Spanish, French, Latin, Portuguese, Greek, Italian, and German are very familiar to Dr. Ashton and, in addition to these, he has a working acquaintance with Russian, Polish, Dutch, and the Scandinavian languages. He is a member of Phi Beta Kappa. He has been a language teacher in Florida and Wichita universities and Colorado College and served as humanities librarian at his first Alma Mater. From 1952-1954 he was on the library school staff at the University of Wisconsin as an assistant professor. Just prior to coming to the University of Northern Illinois, Dr. Ashton served as director of the library at the University of North Dakota in Grand Forks.

Many constructive accomplishments can be found in that library as a result of his five years as librarian. He changed from

closed to open stacks; the entire collection was weeded and shifted to make material more accessible; the staff was increased and upgraded; phonograph records and paperback books were added for circulation to the students and staff; a small lounge and browsing area was provided for the students in what was thought to be a very inadequate building.

In addition to many improvements in the library, Dr. Ashton made many other contributions to the campus, including his editorship of the *North Dakota Quarterly*.

North Dakota University is soon to have a new million-dollar library, and Dr. Ashton had a lot to do with preliminary paper work on the planning of the building.

Good librarians are hard to attract to North Dakota, so certainly our loss is a real gain to Northern Illinois University.—H. Dean Stallings.

When SIDNEY E. MATTHEWS assumes his new duties as librarian and associate professor of library science at the Virginia Military Institute in Lexington around the beginning of the year, it will be a case of the Virginian returning to his native state. But he will be missed from Midwestern librarianship where he has devoted his energies for the past eight years.

He leaves Ohio State University where he has held the position of acquisition librarian and assistant professor of library administration since 1956. In this capacity he has continued the work of reorganizing the acquisitions program begun by his predecessors and step-by-step has worked out with the business office of the University greatly improved fiscal procedures. Matthews is a good administrator, patient and understanding, fair, and continuously on the search for better methods of acquiring materials to serve his institution. He is well liked not only by his staff but by his other colleagues in the libraries



Jonathan R. Ashton



Sidney E. Matthews

and by the faculty with whom he has worked almost daily.

Professor Matthews' training includes the B.A. from Randolph-Macon, the B.S. in L.S. from North Carolina, and the M.S. in L.S. from Illinois. His professional experience began in 1950 in circulation and reference at the Virginia Polytechnic Institute and was followed by similar work and acquisitions experience at Illinois. His initial position at Ohio State was as head of the serial division, from which he advanced to the position of assistant acquisition librarian and then to the headship of the department.

Sid Matthews has a strong and continuing interest in Civil War history and in United States Masonic history. It is hoped that he will be able to continue both interests in his home state. He is a member of Beta Phi Mu, the American Association of University Professors, is a contributor to professional journals, and has been active in committee memberships of ALA. He has served as a trustee and as a steward in Methodist churches in Columbus.

In recalling a native son to head up its library program, the Virginia Military Institute is getting a man with excellent training, good experience, and the energy required to provide the kind of vigorous library leadership which V.M.I. is demanding. His very attractive wife and young daughter, together with Professor Matthews' friendliness, will insure their quick acceptance in the Institute community.—*Lewis C. Branscomb.*

In January 1960, DAVID T. WILDER will become university librarian at the new, experimental campus of Michigan State University at Oakland which will be selective

in admissions and will stress liberal arts in its curriculum. Under the chancellorship of Durward Varner, formerly vice president of Michigan State, the entire faculty and administrative staff has been selected for imaginative energy and dedication to this experiment in higher education.

In this environment one could hardly select a better librarian than David Wilder, whose ability to meet the challenge of a new and unorthodox situation has been strengthened by unusual professional experience. After serving as librarian of Hamilton College for five years, he became librarian at the American University of Beirut in 1951. In 1954 he returned to the United States and took his present position, assistant director of public services of the Ohio State University Libraries. His knowledge of the Middle East has been sought by the Social Science Research Council, the ARL Farmington Plan Survey Committee, and by the Arab Club and the Committee for Research on International Problems at Ohio State University. His activities also center on the school and he was president of the board of the American Community School in Beirut during his stay there and president of the Worthington (Ohio) PTA in 1958/59.

In all of his activities, he exhibits a well developed, native flair for administration. People enjoy working for him and mature while doing so. At the conference table he shows great energy and inventiveness, while giving full attention to ideas other than his own and making use of all arguments in arriving at a decision. His experience and personality ought to insure his success at Michigan State University at Oakland.—*Rolland E. Stevens.*

Appointments

JANET ALEXANDER, formerly on the Vermont Library Service Commission, is cataloger in the Olin Library of Wesleyan University.

GEORGE M. BAILEY, formerly head of the reference department at the University of California, Davis, is chief of reference and

special services, Northwestern University Library.

N. LYNN BARBER is circulation librarian at George Storch Memorial Library, Trinity University, San Antonio.

HERBERT BOWERS, formerly reference librarian, Lafayette College, Easton, Pa., is

audio-visual and library school librarian and instructor of library science, Drexel Institute of Technology.

VICTORIA BRADFORD is a reference librarian at Washington University, St. Louis.

CLIFTON BROCK, formerly librarian of the social sciences division of Florida State University Library, is librarian of the Business Administration Library, University of North Carolina.

EDNA MAE BROWN, formerly head of the serials section of the descriptive cataloging division of the Library of Congress, has been appointed editor of the third edition of the *Union List of Serials*.

MODENA A. BROWN, formerly reference librarian at Indiana State Library, is social science librarian, University of Oregon.

FRANK R. CHASE, formerly assistant reference librarian at Peoria (Ill.) Public Library, is assistant science librarian at Southern Illinois University, Carbondale.

MRS. BERTHA MARTIN CODDINGTON, head of the circulation department, Eastern Illinois University Library, Charleston, is librarian, Chapman College, Orange, Calif.

MORRIS L. COHEN, formerly assistant law librarian at Rutgers University, is assistant law librarian at Columbia University.

EYDIE L. COMPTON is serials-order librarian, Rensselaer Polytechnic Institute.

EMILY HOUSTON DAWSON has been appointed education librarian, University of Kentucky Libraries.

KATHARINE S. DIEHL, head of the department of library service, College of Education, University of Tennessee, has received an appointment as Fulbright Lecturer in Library Science, University of Dacca, India.

EDWARD DORO is curator of rare books at Northwestern University Library.

RAE W. DORR is circulation librarian, University of Cincinnati.

MRS. MARGARETTA DRURY, formerly an assistant, education and religious department, Public Library of Cincinnati and Hamilton County, is reference librarian, Indiana State Teachers College.

HAROLD H. J. ERICKSON is senior assistant in the acquisitions department, University of Cincinnati Library.

JERRY LYNN EWING is a reference librarian at Washington University Libraries, St. Louis.

ANTONIA FODOR, formerly serials bibliog-

rapher at Michigan State University, has been appointed assistant order librarian in charge of order preparation at Northwestern University Library.

WILLIAM STUART FORTH, formerly in the reference department of the Seattle Public Library, is librarian of the undergraduate library, University of Kansas.

RICHARD K. GARDNER, formerly a member of the Michigan State University advisory group in public administration to the government of Vietnam, is librarian of Marietta College, Marietta, Ohio.

CHARLOTTE GEORGI, formerly librarian of the Business Administration Library, University of North Carolina, is head of the Business School Library of the University of California at Los Angeles.

KATHRYN J. GLOYD, formerly executive secretary and librarian, Chicago Academy of Sciences, is reference librarian, University of Arizona.

ROMA GREGORY, formerly assistant chief of the acquisitions department, is chief of the acquisitions department, Washington University Libraries, St. Louis.

ROBERT D. HARVEY, formerly chief of reference and special services at Northwestern University Library, is librarian of Southwest Missouri State College, Springfield.

DAVID HERON, formerly associate librarian at the Hoover Institution, Stanford University, is assistant director at Stanford University Library.

ALETHEA HOFF, formerly head of the catalog department at Drexel Institute of Technology, is cataloger at Washington University Libraries, St. Louis.

ESTHER HOLCOMBE, formerly cataloger at Ball State Teachers College, is catalog librarian at Hope College, Holland, Mich.

JAMES F. HOLLY, formerly associate librarian of the Epply Library, University of Omaha, is librarian of Macalester College, St. Paul, Minn.

WILLIAM STANLEY HOOLE, professor and librarian at the University of Alabama, has been appointed special consultant to the office of the United States Commissioner of Education. In this new position, Dr. Hoole will continue to conduct research in the field of higher education and its relation to the federal government.

JEAN R. HUMPHREY, formerly cataloger at

the Buffalo and Erie County Public Library, is catalog librarian, University of Arizona.

BENJAMIN H. JACOBSON has been appointed city planning librarian at the Fine Arts Library, University of Pennsylvania.

RICHARD W. JOHNSON, formerly assistant circulation librarian at Washington University Libraries, St. Louis, is assistant circulation librarian at Columbia University.

ELONNIE JUNIUS JOSEY is librarian and associate professor at Savannah State College where he will organize services in that institution's new building. He was formerly librarian at Delaware State College.

KIRA KALICHEVSKY is assistant engineering librarian of Lamar State College of Technology, Beaumont, Texas.

ALEXANDER F. KAROLYI, formerly assistant order librarian, Oregon State System for Higher Education, is assistant librarian, Colorado College, Colorado Springs.

DAVID KASER, formerly chief of the acquisitions department, is assistant director for technical services at Washington University Libraries, St. Louis.

JAMES KENNEDY, formerly cataloger and reference librarian, Lutheran Theological Seminary, is assistant general reference librarian, Drexel Institute of Technology.

ROY KIDMAN is assistant librarian and acting librarian at Tulane University, New Orleans. He was formerly a member of the staff of the University of Kansas Library.

IRVIN WAYNE KRON is librarian of the College of Medicine Library, University of Cincinnati.

DAVID LANE is circulation librarian, Flint College of the University of Michigan Library.

GERTRUDE LINNENBRUGGE, formerly children's librarian at Ohio University, is librarian of the new education library, Ohio University.

ROBERT LORENSEN, formerly cataloger at the Public Library of Cincinnati and Hamilton County, is cataloger at State Teachers College, Terre Haute, Ind.

MARIAN L. MACLEOD has joined the acquisition department of the University of California General Library, Berkeley.

FRANK C. MAULDIN, formerly librarian for the Mt. Diablo Schools, Calif., is catalog librarian, University of Arizona.

JOHN MAY, formerly associate librarian in charge of cataloging at Hope College, Holland, Mich., is head librarian at Hope.

MILDRED L. METHVEN, formerly head of reference and circulation, Division for the Blind, Library of Congress, is assistant librarian, Bates College, Lewiston, Maine.

MRS. GEORGE ANNE MONGER is documents librarian of Lamar State College of Technology, Beaumont, Texas.

BEATRICE MONTGOMERY, formerly head cataloger at Baylor University, is head of the catalog department at the Georgia State College Library.

ANDRE NITECKI is chief of processing, Flint College of the University of Michigan Library.

FRED Y. OSBORNE, formerly librarian, Long Beach City College, Calif., is librarian of Cabrillo College, temporarily located at Watsonville, Calif.

DON S. PELKEY, formerly librarian, Battle Creek Lakeview High School, Mich., is librarian, Lansing Community College, Lansing, Mich.

ELSIE A. PHILLIPS, formerly in charge of the picture collection, Enoch Pratt Free Library, is music librarian, University of Arizona.

ROBERT R. POLAND, formerly co-ordinator of technical services, Dallas Public Library, is acquisitions librarian, University of Arizona.

FELIX POLLAK, formerly curator of special collections at Northwestern University, is curator of rare books at the University of Wisconsin.

EVALYN ROGERS is circulation librarian at Washington University Libraries, St. Louis.

HARRY RUNYON, JR., formerly associate librarian of Parsons College, is in the catalog department of the Wesleyan University Library.

STEPHEN R. SALMON, formerly the assistant for mechanized information retrieval study at the Library of Congress, is librarian of the University College of the University of Virginia.

MARTHA SCHMITT is a cataloger at the University of Oregon Library.

MRS. MILDRED R. SHIRK is reference librarian in the general reading room, Carol M. Newman Library, Virginia Polytechnic Institute.

WILLIAM SIEBEN has resigned as librarian of the Traffic Institute Library, Northwestern University, to accept the post of librarian for the Borg-Warner Corporation, Chicago.

JOHN M. SMITH is in the catalog department at the Olin Library of Wesleyan University.

HELEN L. SNYDER, formerly reference and documents assistant, DePauw University Library, is documents librarian, University of Arizona.

BARBARA MILLER SOLOMON, formerly associate professor of history at Wheelock College, is director of the Women's Archives, Radcliffe College, Cambridge, Mass.

GEORGE AUGUST SUMMENT, formerly assistant professor and bibliographer, Kansas State University, is assistant professor and

acquisitions librarian, Drexel Institute of Technology.

ARNULFO D. TREJO, formerly a reference librarian at UCLA, is assistant librarian at Long Beach (Calif.) State College.

DONALD E. VINCENT, formerly bibliographer, Wayne State University Library, is director of libraries, University of Michigan Dearborn Center, Dearborn, Mich.

BARRY H. WATTS of the reference department of the Johannesburg Public Library, Union of South Africa, has been appointed Commonwealth Research Librarian at Lehigh University Library for the 1959/60 academic year.

WILLIAM WHITEHEAD is librarian at Arkansas State College.

JOHN T. WILLIAMS, formerly an assistant in the undergraduate library, University of Michigan, is now a reference librarian, Bowling Green State University, Bowling Green, Ohio.

DOROTHY ANN YOUNG is bibliographer at Washington University Libraries, St. Louis.

Retirements

GEORGE JORDAN BLAZIER has retired as librarian and archivist of Marietta College after forty-nine years with the college.

MATE GRAYE HUNT has retired as associate professor of librarianship at Western Michigan University.

SAMUEL W. McALLISTER, associate librarian of the University of Michigan for the last twenty-eight years, retired on June 30.

GRACE E. STILLSON has retired as chief catalog librarian after forty-two years of service at Stanford University Library.

Foreign Libraries

SHAKEER ATALLAH, formerly assistant in the science and engineering division of the Denver Public Library, is head of the circulation department in the Library of the American University of Beirut.

ANDERS GRAPE, formerly head librarian of the University of Uppsala, died on April

29 at the age of seventy-nine.

KAREL SMITS has retired from the directorship of the University of Nijmegen Library.

M. T. FREYRE DE A. DE VELÁZQUEZ is director of the Biblioteca Nacional, Havana, Cuba.

Necrology

THOMAS MARION IAMS died on August 22 at his home in Hamilton, N.Y. He had been in failing health since the dedication



Thomas Marion Iams

of the new library at Colgate, but more noticeably since his return from Washington in June.

One is at a loss to express his thoughts and feelings about a long-time friend in public. Our close friendship came about geographically, though I first met him at the Graduate Library School. One immediately sensed his solid judgment on professional matters but, as time went on, it became evident that here was a rare combination of abilities, very diverse, but also highly developed. Too many people are judged by the quantitative aspects of

the positions they hold. Tom Iams was convinced of the qualitative importance of the smaller institution, and in a short twenty years he brought Colgate University Library to the front rank as a teaching department of the college. He should be judged by the influence of his library on the institution and of his personality on the profession.

Many will in the future regard the new and magnificent Colgate Library as his monument. Librarians know his personal scholarship. The faculty of Colgate know the value of his scholarship diffused into their work. His staff will remember the leadership he gave them. My own memory is of occasional long hours of good talk and of the frequent telephone calls back and forth on momentarily important items. His aid and advice were always available to his colleagues.—*Helmer L. Webb.*

CAROLINE WENZEL, former chief librarian, California Section, California State Library, died March 24.

Library Resources for Classical Studies

(Continued from page 468)

consulting the check list issued by Mills College in 1938. It should be pointed out that the collections designated "Pr. 7" and "Pr. 15" identify the holdings of Stephen Hurley and James K. Moffitt, now at Northwestern and the University of California respectively.⁷⁹

CONCLUSION

In conclusion, we might ask ourselves what this survey of American library resources for classical studies has shown. Three things come to mind.

⁷⁹*Quintus Horatius Flaccus: Editions in the United States and Canada, as They Appear in the Union Catalog of the Library of Congress* ([Oakland]: Mills College, 1938).

1. American libraries are certainly equipped to support advanced studies and research in this field.

2. Examination of the literature of library resources reveals, however, that only some of these institutions have published descriptions of or guides to their holdings.

3. Nearly all of the special collections of books by and about individual authors were originally assembled by individual book collectors. Perhaps the love and care lavished on their collections of Horace, Virgil, Persius and the rest is one example of the vitality of the classics in contemporary America!

Philosophical Concepts of Professional Organization

MY PURPOSE in appearing before you is to consider with you several questions about college and university librarianship. These are questions to which I do not have the answers. Apparently, you do not have the answers. If you had, you would have given them effective formulation in speech and in writing, and through organization and action. These remarks of mine would then be unnecessary. I may not have the answers, but I do have some opinions which I will gladly share with you. These are, then, my personal reflections upon our common problems.

THE AMERICAN LIBRARY ASSOCIATION

The American Library Association was founded in 1876 and is now well past its seventy-fifth anniversary. The object of the association, which I take to be the all-pervading purpose which has brought about its present state of maturity, is, according to its constitution: "to promote library service and librarianship." The key to the meaning of this phrase is the verb "promote." I have no quarrel with this definition of purpose.

The many services of ALA to the cause of libraries are beyond question. ALA tries to be all-inclusive. It offers the means for organization, discussion,

cooperation, publication, and action. Through its *divisions* it reaches adult services, children's services, reference services, library education, and library administration generally. Through its member *associations* it provides for public, school, and state libraries, for hospital and institution libraries, and for our own group, the college and research libraries. Let us note in passing that autonomy and the benefits of isolation, dubious though they sometimes may be, are still preferred by libraries of law, theology, and medicine, and also by that widely diversified group of libraries which make up the Special Libraries Association.

Who are these more than twenty thousand librarians who make up ALA? By and large they are the practicing librarians. They are the individuals who hold more or less responsible assignments in a library of one kind or another. A library, I take it, is a collection of books brought together to serve a purpose. Libraries are not organized for profit. Library purposes are usually spelled out in terms of information, education, research, and recreation.

Membership may be held in ALA, and hence in any of its divisions or member associations, according to its constitution, by "any person . . . interested in library work . . . upon payment of the dues provided for. . . ." Anyone with six dollars in his pocket and an inclination to spend this into the treasury of ALA, may thereafter produce his membership card as evidence of the fact that he is a librarian. I cannot say that this

Mr. Lundy is Director of Libraries, University of Nebraska. This paper was presented at the meeting of the University Libraries Section, ACRL, Washington, D. C., June 24, 1959.

is bad, either for the individual, or for the association. I have read somewhere that there are thirty-five or forty thousand individuals in these United States who are likely prospects for membership in our association, including the more than twenty thousand who have already joined. I should like to see all forty thousand in the membership. If ALA could do nothing other than point with pride to an occasional achievement of the nature and stature of the Library Services Act of Congress, it would still be worth more than its weight in dues to all the membership and to the entire country.

The point I wish to make here is that anyone may be a librarian, and literally anyone who will pay the dues may join the national association of librarians, attend and vote in its meetings, and otherwise take an active part in its work on a basis of parity with any and all other members. There are no minimum educational standards of any kind for being a librarian and for becoming a member of our association, nor are there any quantitative or qualitative standards of performance in the job of librarian. Literally, a collection of fifty or a hundred books, housed in the corner of the village grocery store, or, in the county court house, may be designated a library, and the local citizen who sits in charge one or two afternoons a week, a librarian. I am not sure that this is as it should be. Such circumstances as those I describe are fairly numerous and appear to influence and condition the apathy and indifference with which the taxpaying public sometimes looks upon us and our work. An adequate income for our association is a most essential consideration, of course, but it might be well to have another look at the fact that at present the ability and willingness to part with six dollars annually is the only real and effective requirement for membership in ALA. Not even the six

dollars is necessary for designation as a librarian. Almost anyone may set himself up as a librarian, in the public's understanding, and he does not have to pay dues to anything.

These remarks are addressed specifically to college and university librarians, and they are literally intended only for college and university librarians. I sense that I am on insecure ground when I imply a sweeping criticism of ALA. Within its means this organization has accomplished great things in the interest of providing more books to more people in the United States and abroad. If all of us in this room now had a free hand in organizing the present ALA membership of more than twenty thousand individuals, I am not as all sure that we would come up with something different that would be as effective generally as what we have had. I am not proposing another study of reorganization. Good minds within the membership have already taken ALA through several reorganizations during our lifetimes. What I have in mind as our basic problem actually may not very closely relate to the present organization of ALA.

COLLEGE AND UNIVERSITY LIBRARIANS

To put the matter bluntly, I am concerned about the definition and the organization of the entire group of college and university librarians. To be more specific, I am concerned about their *lack* of definition and organization. The larger aspects of all librarianship in America, as represented in the total ALA, can easily take us too far afield, instead of leading us to specific and helpful solutions for our special problems. We college and university librarians need to look at our own problems, and there are many! Our problems are going to increase in number and in complexity as college enrollments rise from their present three million to more than five million students—and all this by 1965.

it is said. Nor will all of these major problems face all of us in equal terms. The swelling enrollments of college students on the campuses of several large state universities are posing library problems that at times seem overwhelming. Do you think that we can turn our backs upon these problems of organization and service? I do not think so! Nor do I think that we can solve all of our problems individually and alone on our separate campuses, although we may have to try. It seems clearly apparent to me that we must improve our opportunities for working together. We cannot always expect to go forward effectively, serving the best interests of the masses of students who come to us for a higher education, and the interests of our faculties as well, unless we are willing to face some of the shortcomings and omissions in our present activities. We must plan continuous, and perhaps radical, improvement in the collective organizational environment within which we are working.

There is, as you know, a steering committee for this ACRL section of university librarians and this committee has, during the past two years, held several spirited discussions of the problems of professional organization. I am a member of this steering committee and I have its permission to be as frank with you as I may wish.

ACRL

ACRL has many accomplishments to its credit. Perhaps the most evident of these is the excellent journal, *College and Research Libraries*, published continuously since 1939; and also, of more recent origin, the *ACRL Monographs*. It is not appropriate here to list and describe the association's many other activities, such as subsidies for college book collections, college and university library surveys under ALA sponsorship, and the many outstanding program

meetings. Special mention should be made of the many courtesies and services coming directly from the office of the ACRL executive secretary.

But the fact remains that when the Association of American Universities' Commission on Financing Higher Education produced its studies in the early part of the 1950's and levied specific criticisms against librarians on university campuses, there appeared to be no effective means to bring this matter under continuous study within ACRL. There was, of course, a *program* on the subject, and the commission's executive director, John D. Millett, faced the librarians in person. It remained, however, for a private organization outside ALA, known as the Association of Research Libraries (ARL), to organize the Monticello Conference on this subject. Parenthetically, can you even imagine where we might bring this same problem under study now within the newly reorganized ALA?—somewhere within the vast domain of the Library Administration Division, no doubt, in a committee composed of assorted librarians from many and diverse types of libraries! I do not mention the incident of the Monticello Conference and the causes which produced it as evidence of neglect on the part of the collective body of university librarians. Through the ACRL program meeting and the ARL discussions at Monticello and the many more localized discussions of the same problem, it is evident that the questions raised by the Commission on Financing Higher Education were adequately answered, at least sufficiently at that time.

On many occasions I have asked my colleagues in university librarianship where the major problems of university libraries do actually come into focus, for discussion and analysis, within ALA. I have in mind such problems as those pertaining to the framing and management of a budget, cooperative buying,

the recruitment and direction of personnel, the status of the academic librarian, and many others in the realm of administration which are over and beyond those having to do with collection-building and bibliographical control. The answers I get are usually vague. Committees scattered throughout ALA can be mentioned in connection with some few of the specific points at issue. But there is no real "home base"—is there?—within the whole ALA for the problems of university libraries and their librarians.

It is true that many of these problems have points at issue in common with similar ones in other library environments: in the public library, the special library, the county or state library, or the Library of Congress. It is also true that the problems of university librarians are uniquely conditioned by their own environment, which is the *university campus*. The special factors on the campus are the faculty, the students, and the governmental structure of a university. There have been many occasions on which I have wished fervently that I could take some of my problems into discussion with colleagues in university librarianship, in order to put them under systematic study by committees composed of other university librarians with similar problems and with like interests.

The ACRL University Libraries Section has produced an unbroken series of excellent papers and speeches on college and university library topics. I can only hope that I am not, at this moment, damaging this fine record. But, for the most part, the association, and this section in particular, has been content with papers and speeches. It is in no real sense a "home base" for the problems of university libraries and their librarians. I cannot help adding that under the present plan of reorganization within ALA the ACRL University Libraries

Section is actually faced with the prospect of going out of existence altogether, except as a polite token of recognition may be extended to it in the programs of the annual summer conference. All of the basic studies of library activities are now being assigned to the activity divisions of ALA. There is a real danger, I do believe, in discarding the college or university campus as a conditioning factor of the utmost importance in relation to some of our problems.

What I am saying is that ACRL—despite its publications and fine program meetings and its occasional efforts to grapple with other matters—is *not* the strong and all-embracing national association of college and university librarians that it might well be, or, in my opinion, that it should be. There has been reason to believe, on some occasions, that many of our university librarians do not want a strong national association within their ranks, or do not recognize the potential of strength that might be developed in such an organization for studying contemporary problems of library policy and administration on the campus. I cannot agree with these few that each of us is essentially in business for himself. But I do not believe that this attitude has been the determining factor in opposition to the development of such an association. There are two such factors, however, to which we should give our attention.

THE ASSOCIATION OF RESEARCH LIBRARIES

The first of these is the Association of Research Libraries. The nature and purpose of this association are frequently misunderstood. ARL, as it is called, was founded in 1931. Its object is "by co-operative effort, to develop and increase the resources and usefulness of the research collections in American libraries." Essentially, what this has meant through three decades of continuous effort is that ARL has taken a very ef-

fective interest in collection-building and in bibliographical controls. I know of no worthier purposes to which a group such as ARL might address itself and, as you well know, its accomplishments have been many and highly significant.

There appears to be a curious lack of effective communication between ARL and ACRL. This is true despite the fact that a majority of the participants in the meetings of ARL are also members of ALA, and customarily participate in the meetings of ACRL's University Libraries Section, and in a few other ALA activities. There are a few ARL participants who merely look briefly in upon the early part of the ALA week and then go home. These few are chiefly *the history professors* in the ARL. Usually they are not those who have given years to the formal graduate study of librarianship as well as to its practice.

ARL is an organization of libraries, and not of individual librarians. Each member institution is entitled to be represented by one individual at meetings of the association, and this individual is nearly always the director of the library. The membership of ARL has for many years approximated fifty institutions, or slightly fewer. There is, to be frank with you, no magic in the number fifty. There are a few librarians among the present membership of ARL who believe that the association could more efficiently devote itself to its purposes and projects if its membership could be reduced to the twenty-five or so institutions who thus far have really exercised leadership in collection-building among our research institutions. However attractive this view may be in theory, there has at no time been a majority willing to vote in its favor. On the other hand, there are also a few librarians among the present membership who believe that the number of member institutions might very well be increased to seventy-five—

perhaps even to one hundred—in order that the association might be truly more representative of the research libraries of America than it now is; also in order that it might broaden the scope of its interests and the activities of its committees. This proposition, too, has failed to command a majority vote. And so the membership remains for the present stabilized at approximately fifty.

How are these fifty memberships determined? That is an interesting question! In recent years, at intervals of five years, ARL has had a critical look at its membership. It has, on those occasions, collected and scanned a quantity of data concerning present members and applicants for membership. At no time, to my knowledge, has there been an actual agreement on the quantitative or qualitative data that might be taken as prerequisite to actual election. The voting process is, therefore, a subjective one. Rarely has a member been dropped! Each of those few occasions has involved a good deal of emotional soul-searching among "the brothers." Only occasionally is a member added, as some of you know only too well.

In its organizational structure, ARL is essentially a private club. I am only too well aware that for having divulged that secret I may be severely disciplined, or thrown out of its membership—though not, I hope, the institution which I have been representing! Further evidence of what I have just said about a private club is to be found in ARL's governing body, an advisory committee of five which is self-perpetuating. When a member of this committee has served his term of several years, and during his last year on the committee has also presided at ARL meetings, this committee then meets to decide who among the total membership shall succeed the retiring member. This is in no sense an election and the subsequent approval voted by the association as a whole is purely a formality.

I am not in any way personally opposed to this arrangement for the government of the club. There are many occasions in American political and professional life when one is strongly tempted to conclude that a benevolent despotism, or a benevolent oligarchy, may sometimes be the best of all forms of management. The open question resides in the word "benevolent." Sometimes this concept has a short life. This idea reminds me that prominently upon the face of the magnificent state capitol building in Lincoln, Nebraska, there is carved the following legend: "The Salvation of the State Is Watchfulness in the Citizens." I have heard this casually interpreted as meaning: "You have to watch these rascals!" In order that you may fully appreciate the beauty of our governmental climate in Nebraska, I should also like to share with you the companion inscription on the opposite side of the building, which reads: "Political Society Exists for the Sake of Noble Living."

The essential point to my remarks about ARL is simply that this is a private and somewhat exclusive organization which does excellent work in the limited field of librarianship to which it has addressed itself. Further, that ACRL does a disservice to all college and university libraries when it mistakenly defers to ARL, or to any other organized group of librarians outside its own ranks, in undertaking the study of problems that deserve its immediate attention. Instances of such mistaken deference could be mentioned between ACRL and ARL and also between ACRL and the ALA activities divisions. If ACRL is to be governed entirely by administrative fiat from other agencies of this unwieldy holding corporation, it will shortly go out of business. In fact, you might well consider if this is not what is actually happening now! Even if you are willing to grant to ARL all primary interest

and initiative in collection-building and bibliographical control among research libraries, there will still remain several problem areas of special interest to college and university libraries as a group. These problem areas concern our libraries in the environment of higher education, and irrespective of whether the point at issue may be their management and administration, the quality of the staff, the physical plant, the place of the library in the academic community, or some other equally important phase of the institution's operation.

PROFESSIONAL CONSCIOUSNESS

The underlying cause of our predicament is a lack of professional consciousness among us. My barber talks to me frequently about the problems of his "profession." Some of his conversation pertains to the "tricks of the trade" which have to do with scissors and comb, tonics and lotions, and sanitary regulations. Occasionally he mentions hours of work, union dues, and the lone barbers who won't join up. At the other end of the scale of occupations that either have professional status, or aspire to have it, are the medical doctors—the M.D.'s. Here, I believe, is a truly professional group, in terms of standards of training and performance, ideals of service, the organization of medical care through clinics and hospitals, and the improvement and guidance of all these through the activities of local and national medical societies. Underlying good medical care and effective organization for this purpose among doctors is their firm concept of basic training. No one practices medicine without having completed medical training, and in a school accredited for that purpose. Did you ever hear of a one-semester doctor, or a one-year doctor? No, and you never will! He either completed the medical course, or he didn't! The same, be it noted, is true of the law! No one in these days

can aspire to practice law by simply "reading some law," although this appears to have been common practice seventy-five years ago.

Between these two extremes, the doctor and the barber, where do we librarians stand? Are we really trying with discernible effect to take our place among other recently emerging professions; for example, alongside the dentists and pharmacists, the social workers and the clinical psychologists? Are we strengthening the standards of our professional work as librarians and also the basic training we consider to be prerequisite to it? No, actually, I think not!

It is true, to be sure, that during the past thirty years the principal library schools have become associated with colleges and universities. The old Certificate in Librarianship has been abolished and the Master of Arts (or Master of Science) degree has been standardized. The Doctor of Philosophy in Librarianship has emerged. The Ph.D. degree in librarianship may have arrived just "in the nick of time." There has been a noticeable trend among college and university presidents in recent years to use the head librarianship of the academic institution as a convenient place to store one or more of the oversupply of individuals trained essentially to teach history, or English, or some other subject. May I take it simply as evidence of the acute shortage of librarians trained at the top level that we do not observe the reverse of this phenomenon: the appointment of doctors of philosophy in librarianship to be full professors of history and chairmen of their departments? When I referred to the standardization of the Master's degree in librarianship a moment ago, you must realize, of course, that I was being somewhat facetious. A few of our recent graduates in librarianship—a small few, fortunately—seem to have no clear notions at all as to what is expected of them on the job.

The medical doctors do not solve their complicated problems of effective organization by blanketing in all the individuals who in any way relate to the practice of medicine. You will not find in the membership of the American Medical Association, or in the local county medical society, all of the nurses, laboratory technicians, and hospital administrators—to say nothing of receptionists and office help, custodians and ambulance drivers! Quite the contrary is true! To the extent that these various groups need organization in order to sustain and improve their work, the doctors encourage them to develop their own organizations, with or without close supervision.

Librarians, on the other hand, have an evangelical approach to organization. In effect and without pausing to reason what for, we cry: "Come one and come all! Pay your six dollars and join up!" We college and university librarians are no exception. We live and work in academic communities populated with highly trained men and women. The library is an essential part of the complex process of higher education and research. We sorely need enforceable standards of training and performance.

What happens to the college and university librarians who do attend the annual summer conference of ALA? Here, at least, you would join me in expecting to find a large number of these men and women meeting together in a variety of close-knit ways to study and to resolve some of their common problems. I repeat here that the academic community in which they work at home provides an essential bond—one which should not lightly be ignored or dissolved. There is little good for most of us in the notion that our special interests can just as well be scattered throughout the entire rank and file of ALA. This very tendency within ALA has long been an effective and permanent barrier between our academic group, on the one hand, and the

legal, medical, and "special" librarians on the other hand—all of whom, for very obvious reasons, prefer to meet together in their own restricted groups, for the sake of close association and intensive discussion.

University librarians have contributed a degree of leadership to ALA which is entirely out of proportion to their actual numbers within its total membership. This is, of course, a credit to the university librarians! Where do you find them during the course of this conference week? You will find them scattered throughout ALA, giving speeches, conducting meetings, attending numerous committees, and behaving generally like the *prima donnas* and *professional monologists* which most of them habitually are.

You may have noted that this particular meeting of university librarians was scheduled unhappily, but without protest, at 4:30 in the afternoon—the deadliest hour of any conference day! If you will look around you will also notice that many of the participants in last Sunday's meeting of the Association of Research Libraries have already gone home. Last Monday afternoon, many of you may have attended the program meetings of either the Library Organization and Management Section of the Library Administration Division, or of the Resources and Technical Services Division, both scheduled at the same hour. The content of the latter meeting concerned that important and far-reaching new development known as "Cataloging in Source." Again, unhappily, but apparently without protest, the leadership of some twenty research libraries in the Middle West was precluded from attending either meeting because of a wholly unnecessary conflict with the advisory group of the Midwest Inter-Library Center.

My point, with reference to all of us, college and university librarians alike, is that such dissipation and scattering of

our energies and efforts have become habitual with us. We do need a national association of college and university librarians. We need a strong, hard-working, and effective organization for the study and solution of our major problems on the academic campus. We need an organization whose purposes and whose conferences can enjoy a high degree of preference among the members, over all the distractions and dissipations that are customarily thrown in our way. And we need, above all, to make this a professional organization—not simply a collection of all the individuals in the community who happen in any way to be involved in the work of the campus library. We need these things—but we have never had them—and we most certainly do not have them now!

ATTRIBUTES OF A PROFESSION

One more word on the idea of a profession. Among the attributes of a profession we note the possession of a distinctive body of special knowledge and a superior skill in its use, held in common by its members, under the compulsion of a sense of high personal responsibility. We note a recognition of its obligation to extend this body of knowledge by research and scientific observation of practice, with a sharing of the results. We note the motivation of social duty and honorable service, preferred above personal gain. We note established means for the adequate education of its novitiates. We note standards of qualifications based upon training and competency, character and ethical perception and conduct. And we note a group organization with national standing concerned with public interest.

Some of these we college and university librarians have achieved. We have a distinctive body of special knowledge. If you do not believe this, will you please take time to look carefully into the content of the library school libraries at the Universities of Chicago or Illinois, to

mention only two. We have a publication program for recording and sharing the results of our research. If we are not strongly motivated by social duty we work in vain, for private profit is nowhere in evidence. We have the means for adequate education in our several library schools, some of them of excellent reputation. *But* we have almost entirely avoided setting standards of qualification based upon training and competency. Despite our several library schools of quality and their graduate training programs, we still do say "anybody is welcome to be a librarian," and we mean literally "anybody." It may be for this reason alone that we college and university librarians have not achieved a group organization with national standing.

We college and university librarians are an incomplete and badly scattered fragment of ALA. ARL, standing separate and apart, is but a very small part of all of us. It is limited in membership and in scope and is in no way an adequate substitute for a strong national association composed of the professional staff members of all college and university libraries. ACRL is at present a somewhat frustrated and deteriorating division of the total ALA.

Last year your steering committee of this University Libraries Section undertook to submit ten or twelve projects upon which it would like to go to work

now. It was told at once that all but one or two of these proposals appeared to be "out of bounds" for the section in the reorganized ALA, since they were more properly assignable to the committees and sections of the activities divisions of ALA. At this point of transfer and reassignment, let me remind you, the academic community entirely loses its identity, since the activities divisions derive their memberships from libraries of every possible size and type—except, as we noted, from legal, medical, and "special" libraries, which have remained entirely apart and which, apparently, are wiser in such matters! Such actions, it seems to me, are based upon a fundamental and tragic fallacy in our total organization.

In support of these remarks I offer you my own experiences of thirty years of continuous membership in ALA and also those of the past fifteen years during which I have been the director of a typical state university library of medium size. Although I have written many papers for our journals, made speeches on a variety of occasions, and am generally regarded as an inveterate convention-goer, I must admit that the quest for identification for the academic library which I now direct and represent, and for the solution of some of its many problems, is becoming increasingly difficult.

Surely, we can do better! Most sincerely, I hope that we will—and soon!

Eastern Librarians

The Forty-Fifth Annual Conference of Eastern College Librarians will be held on November 28 at the Harkness Academic Theatre, Butler Library, Columbia University. The conference's theme is "Where Shall the Academic Library Find Its Leadership?" Speakers include Robert E. Moody, John F. Harvey, William S. Dix, and Louis Shores. The morning program will start at 10 a.m., with Rev. John H. Harrington presiding. John Frost will preside at the afternoon session. Chairman of the Program Committee is Wayne Shirley, librarian of Finch College. No advance registration is necessary.

The Professional Organization And Management

MY FIRST OBLIGATION is to explain the title of my remarks. The professional organization to which I refer is the University Libraries Section; by management I mean university administration.

That the reorganization of ALA has been the cause of some confusion and that we are not very clear as to the function of the University Libraries Section as a section of ACRL have been emphasized by Mr. Lundy's remarks. Starting from where we are, however, I think we need to consider what plans we may have for our future.

Our former chairman, Robert Muller, has pointed out that we might make our choice among three possible courses:

1. We could disband. This might be justifiable if we discover we have no purpose in existing. But before we do that and leave this group without any forum for their interest, we should certainly explore other courses of action.

2. We might organize program meetings only, as we have tended to do in the past.

3. We could carry out a year-round program with a strong committee structure, referring to other groups results of our deliberations when appropriate.

To explore the usefulness of the third approach, I suggest that we give some thought to the function of this section as a professional organization which

could serve us in our relationships with management, or administration, if you prefer that term.

Most professions have organizations which speak for them in various ways. The architects come to us and tell us what we must do to have our schools of architecture approved. The legal groups tell the university how to administer law libraries, and so on. But who speaks for university librarians? Can the University Libraries Section be effective in representing its members to management?

Foremost among the problems which we may face in working with administrators outside the library itself is the problem of understanding. For some this may seem no great problem. It has been my observation that a strong library program is more dependent upon an understanding president than upon any other single factor. It would be unfair to list some of the great university presidents whose enthusiasm and interest in the needs of the library have made their libraries major centers of scholarship, though I might mention William Rainey Harper at Chicago and Andrew D. White at Cornell. But you may make your own list. To those of the past should be added, of course, some of our contemporaries who have raised their institutions to take front rank by their devotion to the idea of a collection of books as one of the basic elements of a great university. When the support of the president is lacking, the library falters. Or if the library is always in the position of having to fight for its needs, the success of the library may well be simply a measure of the diplomacy or forcefulness of the individual librarian. Unfortunately, the neces-

Mr. McComb is Librarian, Pennsylvania State University. This paper was presented at the meeting of the University Libraries Section, ACRL, Washington, D. C., June 24, 1959.

sity for fighting has sometimes provoked a measure of hostility in the administration. This reaction is not difficult to understand. The president is faced constantly with demands and pressures from all directions, and often must feel that his major problem is the empire builder on his faculty. If he does not recognize the needs of the library beyond the maintenance level, he may easily classify the librarian, who constantly beseeches him, as another nuisance.

As evidence of this fact, I have only to cite the remark of John Millett in *Financing Higher Education in the United States*: "I have heard more derogatory language used among the eight presidents who made up the Commission on Financing Higher Education about librarians than I heard about any other component part of university structure."

Now, on the other hand, if the president is wholeheartedly a believer, he may be prodding the librarian, or seeking extra funds for books, or even—less happily—attempting to take a hand in book purchasing or in library administration.

An agency which would help to guide the president and furnish standards which he could understand and accept would be of value not only to him but to the library itself. Such apparently unanswerable question as to how big a university library should be, should have an answer. Most of us, except the largest, might easily be caught saying "we should be just twice as large as we are," at whatever point we are now. If we have 100,000 volumes, we strive for 200,000; if we have half a million, we impress our president with the need for a million. But when we reach a million, we climb up for two. Each librarian works out such answers for his president on the basis of his own estimate of the situation. In addition to the problems of size, we have questions of status, problems of library development, such as the need, or possible need, for undergraduate library

service, education for university librarianship, new developments in bibliographical organization, and the general course of development of university libraries, particularly schemes of inter-library co-operation. I would like to say something particularly about this last problem.

The most effective approach to co-operation has been made when university administrators, as well as librarians, helped plan such programs. The library cannot go it alone. When money is available, it is not too difficult to develop strong collections in agreement with other institutions. It is more difficult to restrict buying without the concurrence of the instructional and research departments of each institution.

The Farmington Plan, for example, needs only the agreement to buy. Other types of cooperation may involve decisions not to buy. This is harder to stick to in the university. There is also the new type of program represented by the cooperative newspaper microfilm program at the Midwest Inter-Library Center. In such instances, the cooperating institutions must contribute sums of money, sometimes substantial sums, for developing collections which are not owned, in a sense, by the institutions involved. Or there are the regional centers, either for storage or central depositories for special types of material, which seem to hold some real promise of new ways for doing our job. We must have the cooperation of our administrators in such plans.

We ought to be in the position to bring to bear on such questions the advice of our professional association; and not only the advice but the development of plans for such programs on a national or even an international scale. A drawing up of such plans will not result in accomplishment unless we have some means of working together as a profession.

The advice that we are usually able to give our presidents is based on our knowledge of our own institution and

of other institutions or on the literature. Our knowledge of other libraries and the literature is in great part produced by members of this section. Even without more formal methods of approach, this section has clearly contributed to the solution of these problems. The very fact that we exist tends to stimulate that interchange of ideas and the study which is essential to the formulation of new programs.

I have been speaking here of our relation to management in terms of our relation to the president. When I speak of the president, of course, I refer not only to the man who holds that title but to his various vice-presidents, advisors, committees, board of trustees, and perhaps to members of the library committee.

There is another aspect of the problem of our professional organization and management which reflects the interest and professional concerns of members of our library staffs who are not administrators. Those of us whose duties include administration may be inclined to think that management is that portion of the organizational chart above the librarian. But for a lot of staff members we are management.

What can University Libraries Section do for those members of our profession?

First of all, it can be a means whereby library staffs can correct administrators. If we talked about understanding from above, perhaps members of our staff would be equally glad to receive some understanding from us. What better opportunity might they have than to be active members of a group which concerns itself with our general professional welfare?

In my own experience, I find that most often our best ideas come from members of the staff who feel a sense of professional responsibility. There may be times when programs or policies which they would like to see developed may not be readily proposed within their own li-

braries. The opportunity of coming to a meeting of the section to present ideas to the profession is an opportunity which the section should provide.

The problem of the status of the professional library staff, for example, is not one to be settled by administrators alone. The staff is obviously of prime importance in problems of book selection and public service. When it comes to the technical processes of library administration, management must defer to a considerable extent to the greater technical knowledge of the specialist. I would like, therefore, to suggest that in the future we have more non-administrative personnel serving as members of our programs.

We are not a section of administrators only—we are devoted to the problems of university libraries and our responsibility to management includes our responsibility to develop professional competence within our staffs.

I have spoken briefly of certain areas in which the University Libraries Section could be effective in relation to management. I am now at the point where I ought to be able to suggest just how we should go about developing this program. On this point, I have no specific suggestion. It may well be that this will have to be a question of growth. If we can develop the proper image of ourselves as a professional organization, speaking for our members, we shall be able to develop the proper committee structure and the proper programs to accomplish this purpose.

We have made a beginning in this direction. Our section has a committee structure. But we face difficulties, two of which are paramount. The first is our relation to ARL, which has been discussed by Mr. Lundy. From his remarks we can conclude that ARL speaks only on specific problems of interest to it and primarily for a special group of libraries. That leaves a range of problems still available to this group, and a large num-

ber of libraries not members of ARL. A number of our members also represent their institutions as members of ARL. Perhaps we could leave to them the major fields of interlibrary programs, and concentrate on internal programs. Or we might become the agency through which their programs are officially brought to our attention.

The second difficulty is that of our own tradition—or habits. This section, though large, has not in the past been a

very active or a very strong one. I do not know whether we can change or not. We are pretty individualistic. And with so many areas of interest assigned to other divisions, we may seem to have little left for ourselves. Your officers and steering committee have hopes that we can become an effective voice in our profession. We hope that you will help by serving willingly on programs or committees. Let us have your suggestions and your help.

Recent Experiences with Soviet Libraries

(Continued from page 473)

and Irkutsk as well as a few local libraries should be in order.

ATTITUDES OF SOVIET LIBRARIANS AND ARCHIVISTS

There has been a great deal of comment by American scholars visiting the Soviet Union upon the cordial reception and helpfulness forthcoming from Soviet librarians and archivists. The writer was cordially received by officials of twenty-seven of thirty libraries, archives, and institutes he attempted to visit.

The first visit, to the Library of the Academy of Sciences in Leningrad, resulted in a lengthy, but informative discourse on the operation of Soviet libraries, replete with references to Marxism-Leninism, by M. A. Viklaiev, the scientific secretary of the library. This discourse was so detailed that the writer felt that he was imposing upon the good offices of the secretary. Ultimately it proved, however, of enormous practical help in permitting more effective and quicker negotiations with other libraries. In institution after institution no effort was spared to permit me to view what I wished to see. In striking contrast was the attitude of the Central State Archive of Old Acts

in Moscow, which refused to permit a visit. I went, nevertheless, merely (although the archive has been used recently by Finnish scholars) to order microfilms of some fifteenth- and sixteenth-century documents on Muscovite relations with Lithuania which I knew to be in the archive. My order was at first accepted, but then rejected when it became clear that I was an American and not a Pole. The reason given was that per an agreement with the American Embassy no American was to be allowed to use the facilities of the archive without a letter from the Embassy. Embassy officials denied the existence of an agreement and refused to give me a letter. In the overwhelming majority of cases, I was not made to feel that Americans were subject to discrimination. On the contrary, I felt that I received unexpectedly gracious and pleasant treatment.

Soviet librarians are eager for exchanges. Soviet Academy and university scholars are often displeased by the absence of western scientific literature from the shelves of Soviet libraries. Soviet institutions have an inadequate supply of "gold" rubles (i.e., convertible currency) with which to purchase western publications. Exchanges present a welcome solution.

Review Articles

English Libraries

English Libraries, 1800-1850. [By] C. B. Oldman, W. A. Munford, and S. Nowell-Smith. London: H. K. Lewis & Co., Ltd., [c 1958]. 78p.

The history of English libraries is part of the Western library tradition, despite the fact that it preserved a native individuality. This fact is apparent in a reading of the three lectures delivered for the School of Librarianship and Archives at University College, London, in February and March 1957, and now published in pamphlet form. Each of the lectures dwells on an outstanding personality of the period from 1800 to 1850.

In the first lecture, Dr. C. D. Oldman, who was associated with the British Museum since 1920, writes on Sir Anthony Panizzi and his work for that institution. Panizzi, as Keeper of Printed Books, reformed the British Museum library's program and modernized its administration. Dr. Oldman concludes that "If the English nation now possesses a National Library of which it can be justly proud, it is Antonio Panizzi, more than any other man, to whom our thanks must go for this."

W. A. Munford, in the second lecture, discusses Dr. George Birkbeck and his interest in the Mechanics' Institutes which were the forerunners of the English municipal library system. Birkbeck's pioneer effort on behalf of the Institutes and their related libraries stimulated adult education, and scientific and technical education in Great Britain as well as in other countries.

Simon Nowell-Smith, who has published widely in the field of literary criticism and bibliography and who has served as librarian of the London Library, presented the third lecture. He outlined Thomas Carlyle's role in the opening of the London Library in 1841 as a lending library, as well as his part in its subsequent development. To illustrate the nature of Carlyle's motivation favoring libraries, a journal entry of 1832 is cited: "What a sad want I am

in of libraries, of books to gather facts from! Why is there not a Majesty's library in every country town? There is a Majesty's gaol and gallows in every one."

All three lectures are presented in a popular style and include bibliographical references for those interested in further study.—*Sidney Forman, United States Military Academy, West Point.*

Book Reviews

Reviews in Library Book Selection. By LeRoy C. Merritt, Martha Boaz, and Kenneth S. Tisdell. Foreword by Maurice F. Tauber. Detroit: Wayne State University Press, 1958, xv, 188p. \$2.50.

Reviewing is a much too powerful determinant of book sales and the fame of authors not to have been damned by some and puffed up by others. This doubtful reputation of the review has obliged librarians, who in the name of the review buy books unseen, to study the matter for themselves. The latest publication of the results of such inquiry, the book in hand, comprises three studies, each independently conceived and produced. "The Pattern of Modern Book Reviewing" was written by LeRoy C. Merritt, professor of librarianship at the University of California. "The Reviews and Reviewers of Best Sellers" is a version of the Ph.D. dissertation written by Martha Boaz, dean of the library school of the University of Southern California. "Staff Reviewing in Library Book Selection" is a recasting of an M.A. thesis by Kenneth S. Tisdell, associate librarian of the University of Missouri.

Merritt intended to study the dependability of reviews in a more comprehensive way than others have done. But virtually every important finding he makes is impaired by a serious weakness. First, he summarizes the literature of the subject and finds that earlier studies, although isolated and scattered, make a "devastating" picture of the inadequacies of book reviewing. But his rendition and use of previous research

are questionable. For example, he seriously misunderstands the scope, definitions, and conclusions of Victoria Hargrave's study of reviews of social science books in general and scholarly journals. Then, it is useful for Merritt to remind his colleagues that the *Book Review Digest* does not list all the reviews found in the journals it indexes, with the result that more books are excluded than are included. But he has overlooked the fact that this limitation reflects a belief that the library book selector requires several reviews in order to judge the quality of a book. A single review of a non-fiction book and two reviews of fiction were felt by the founders of *BRD* and their contemporaries to be inadequate guides to selection. The validity of *BRD*'s practice is acknowledged, unknowingly, by Merritt, who in other connections later in the study, as we shall see, recommends that the book selector ought to read several reviews.

His criticism that too many fiction, history, and biography books are reviewed in general periodicals is based on his admitted "unwarranted" assumption that books in all subject fields should receive proportional attention in these journals. His analysis of the *ALA Booklist*, the *Library Journal*, and *Virginia Kirkus' Bookshop Service*, turns up the valuable finding that the library book selector needs all three because they vary in promptness of pre-publication reviews, subject coverage, and judgment of books. A similar examination of the *New York Times Book Review*, the *New York Herald Tribune Weekly Book Review*, and the *Saturday Review*, shows that these disagree often enough in choice of book to review and judgment to require the book-buying librarian to read all three. Then, without warning, Merritt adds these words, "better still, he should probably read the book." This is the most important statement in the study. Merritt implies that the three review media cannot, even together, serve library book selectors. But where is the argument and the evidence? The last part of his work occupies one page. A paragraph lists the separate findings, and then, the reader is introduced to the results of a random sample of 104 books and their reviews indexed in *BRD* of 1956. This sample was to provide

an indication of change, if any, in the pattern of book reviewing since 1948. But the scope of the later survey is much too narrow and cannot be considered a proper test of the earlier findings.

Boaz reveals that the unfavorable preconceptions with which she began her evaluation of the reviews of best sellers of the years 1944 to 1957 were, by and large, proven wrong by her analysis. Her new belief is that the "reviewing of best sellers from 1944 to 1957 indicated, on the whole, a judiciousness that considered both the merits and the demerits of the best sellers, and provided satisfactory criticism for the average reader."

The term "average reader" is a vague description of a key aspect of the theme. It appeared neither in the statement of intentions nor in the analyses of reviews. Only in the concluding section is it revealed that the analysis was done with the "average reader" in mind. As it stands, Boaz has merely given her impression of the "average reader." But then, the study in general is pervaded by personal opinion. It lacks that which Lester Asheim identified as missing from the impressionistic survey, "the objective, systematic, and quantitative discipline" of content analysis.

Tisdell, using checklists of fiction and non-fiction books, found that staff reviewing made little difference in book selection in large public libraries. Libraries that depended on published reviews generally bought the same titles that staff-reviewing libraries did. His other findings, such as the significant disagreement among library reviewers over the merits of the same books, tend also to undermine staff reviewing. Tisdell is in the Waples tradition of library research. He uses simple but tried tools of statistics and mass communications research, among them, content analysis. The adherents of staff reviewing may answer that if it is true that there is no difference between the results of staff reviewing and published reviews, then the former ought to be improved rather than abandoned. Or they might speculate that the fruits of staff reviewing are not expected to be large, and are represented in the libraries' unduplicated titles. In any case, Tisdell has challenged supporters of the staff review with

an objective study which should be examined by all librarians.

The last section of the book is a four-page statement by Boaz entitled "Some Historical Sidelights on Reviewing." It is fragmentary and personal, and omits important sources. Boaz makes a debatable defense of contemporary book reviewing and reviewers which is based on acquiescence in what she describes as the avoidance by most readers of intellectually stimulating book criticism.

In regard to the book as a whole, the

lack of bibliographies and index should be noted. Since the original works were concerned with the years 1948, 1944-1955, and 1945-46, they already are historical. Despite these limitations and the more serious ones noted above, it should be emphasized that book reviewing is so much a part of the librarian's work that encouragement should be given to studies of it in its various phases. Undoubtedly, refinements in methodology will be forthcoming.—*Abraham N. Barnett, Purdue University Libraries.*

Nominations Sought

Nominations are being sought for the 1960 Margaret Mann Citation award. Librarians who have made a distinguished contribution to the profession through cataloging and classification are eligible. The contribution may have been through publication of significant literature, participation in professional cataloging associations, or valuable contributions to practice in individual libraries. Nominees must be members of the Cataloging and Classification Section of the ALA Resources and Technical Services Division but may be nominated by any librarian or ALA member.

All nominations, together with information upon which recommendation is based, should be made not later than January 1, 1960, to the chairman of the Section's Award of the Margaret Mann Citation Committee, Dale M. Bentz, associate director, University of Iowa Libraries, Iowa City.

The Margaret Mann Citation, established by the ALA Division of Cataloging and Classification in 1950, has been presented at each of the ALA annual conferences since that time for outstanding professional achievement. Recipients of the award have been Andrew D. Osborn (1959), Esther J. Piercy (1958), David J. Haykin (1957), Susan Grey Akers (1956), Seymour Lubetzky (1955), Pauline A. Seeley (1954), Maurice F. Tauber (1953), Marie Louise Prevost (1952), and Lucile M. Morsch (1951).

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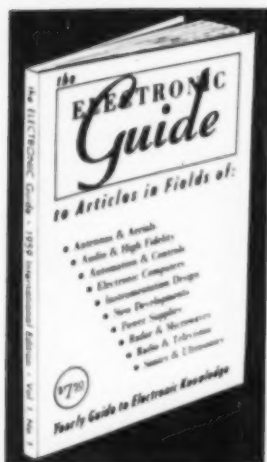
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